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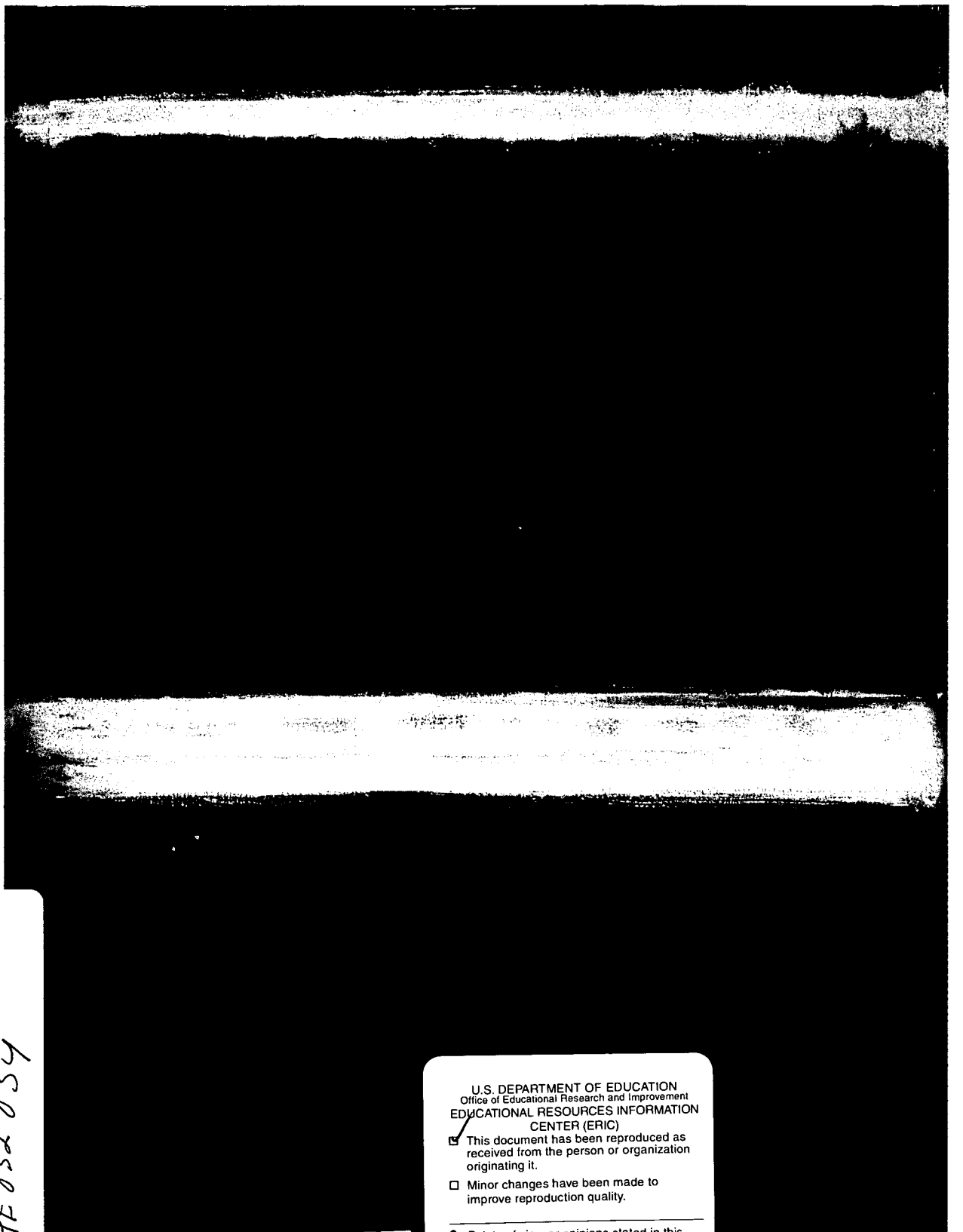
ABSTRACT

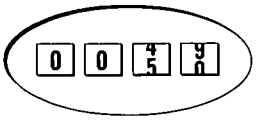
This report examines current and historical data on international student mobility, based on surveys of foreign students and scholars in the United States and U.S. students in study-abroad programs and in the Cooperative Institutional Research Program. After a collection of summary tables, text and extensive data tables are organized into 11 chapters as follows: (1) overview; (2) enrollments by place of origin and academic level; (3) U.S. distribution of foreign students; (4) the economics of educational exchange; (5) foreign students by the Carnegie classification system; (6) academic and personal characteristics of foreign students; (7) student mobility worldwide; (8) destinations of U.S. students studying overseas; (9) foreign students in intensive English programs; (10) foreign scholars; and (11) information about the surveys used to compile the report. Brief essays on specific aspects of international educational exchange by a variety of authors are also included. (DB)

OPEN DOORS

1997 - 1998

REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE

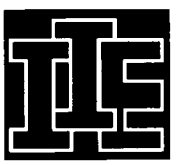




open doors 1997/98

REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE

Todd M. Davis, Editor



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Institute of International Education

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At present IIE is the largest and most active nonprofit organization in the field of international educational exchange. It administers numerous programs on behalf of governments, foundations, corporations, universities, binational centers and international organizations. Each year it helps close to 18,000 individuals to participate in these sponsored programs and in IIE's international host activities. IIE reaches an additional 200,000 individuals annually through its educational services, which are made possible through contributions and grants to IIE. These services include free information and counseling, a research and reference library, conferences and seminars, and publications relating to the field of international education.

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FOREWORD

OPEN DOORS AND OPENING MINDS

WHY BOTH ARE NEEDED FOR THE 21ST CENTURY

by Dr. Allan E. Goodman

President and CEO, Institute of International Education

> "Man's struggle to be rational about himself, about his relationship to his own society, and to other peoples and nations involves a constant search for understanding among peoples and cultures — a search that can only be effective when learning is pursued on a worldwide basis."
>
> —Senator J. William Fulbright

The Institute of International Education's annual publication *Open Doors* is supported by a grant from the U.S. Information Agency's Bureau of Educational and Cultural Affairs. The officials of America's information service for the world are in the front lines of promoting the worldwide exchange of people and ideas. Through their support of the Fulbright Program, of educational advising and other activities, they play a unique role in the internationalization of American higher education.

This report provides the demographic evidence of the impact of this work and how the vision of Senator Fulbright referred to above is becoming a reality, with almost half a million international students pursuing learning in the United States and almost one hundred thousand Americans studying abroad. Gaining understanding of people and cultures has been growing in importance as a measure of national competance and a prerequisite for international leadership.

The most critical success factor for nations as well as companies in what is left of this century and in all of the next is people whose minds are open to the world. This can only happen, as Senator Fulbright observed in a classic speech in 1977, through international education because it "can turn nations into people and contribute as no other form of communication can to the humanizing of international relations." These transforming qualities are especially needed today.

.../cont.

Open Doors and Opening Minds

As Vaclav Havel so aptly observed, we are living in an era where everything is possible and nothing is certain. This condition predominates in world politics largely because power is being dispersed not only across nations but across cultures. What governments as well as companies can do, consequently, is determined by an ever-widening set of constituencies, and each has more influence over decisions than ever before. What these constituencies demand is increasingly being determined by what they know about and how they see their place in the world. Between CNN and the Internet, few lack access to the images and information that depict the benefits as well as the costs of globalization. As a result, isolationism has so far had limited political appeal, and only a handful of states appear bent on closing their societies to the world.

That's the good news.

The bad news is that the universality of the dollar, the English language, and the Internet makes us all think we are closer and more secure than we are.

What is especially troubling is that fostering the pursuit of learning on a genuinely worldwide basis is proving increasingly hard for government programs to do in what USIA Director Duffey has aptly called "an era of frugal diplomacy."

It is also an era in which American educational institutions are themselves finding it increasingly difficult to fund foreign students as well as Americans seeking to study abroad.

While the U.S. government will maintain its leadership role in supporting flagship initiatives such as Fulbright, Humphrey, and the National Security Education Program, it is clear that the future of these programs will require enlarging the circle of private sector stakeholders as well. But for most of this decade, such sources of philanthropy have contributed only one out of every nine dollars in grant aid to international programs. The best and brightest foreign students, moreover, are now being aggressively recruited by many other countries, and until this conference was convened there has been little public or private discussion among U.S. stakeholders about the potential impact of this trend. If we want to continue to train the future leaders of other nations, and expose them to the values and professional networks of our society, we cannot continue to take for granted the flow of foreign students to U.S. campuses, or underestimate the intellectual, strategic and financial resource they represent.

Open Doors and Opening Minds

While foreign governments (especially in Europe, Asia and Latin America) are developing sophisticated and well-funded strategies to increase the international mobility of their students and faculty members, there is no parallel strategy or resource pool to encourage and facilitate international academic mobility by Americans. Despite the obvious advantages a global perspective brings to future professionals, there are also strikingly less in the way of resources to encourage American students to spend part of their academic career abroad. The increasing complexity of core curricula, moreover, makes it genuinely more difficult for students and their mentors to fit a year of study abroad in to even a traditional liberal arts program. Many academic advisors, as a result, are reluctant to make the case that study abroad is an indispensable route to achieving the understanding of other societies that will be required for professional competence and competitiveness in the future.

I have also observed that despite the wide circulation that Senator Fulbright's speech received through its publication in the *Harvard Business Review*, few American corporate leaders have ever articulated the importance of "worldwide learning." And, in any case, the message has not filtered down to the front line recruiters on U.S. campuses or those in the human resources departments who handle entry level hires. And yet no major business today can expect to survive without managers who are knowledgeable about and able to work across nations as well as cultures.

More foreign students still pass through our open doors than those of any other country, making the United States the world's most sought-after and diverse educational region. As the data in *Open Doors* shows, until this year's sudden upswing, the numbers of foreign students coming here have been flat for several years, causing some concern that the United States was losing its competitive edge in the international education market. While other countries are aggressively recruiting international students, and streamlining their immigration laws to make it easier for students to enter their higher education systems, visas for studying in America have become harder and more costly to get. In the face of severe budgetary pressure, the U.S. government's contribution to the Fulbright and Humphrey fellowship programs have declined by 20 and 42 percent, respectively, since 1994. Overseas advising offices which provide free access to information about U.S. higher education for millions of students around the world have faced years of reduced budgets.

.../cont.

Open Doors and Opening Minds

The problem is not just one of federal funding. In the July-August issue of *Change*, CIES Executive Director and IIE Vice President Patti McGill Peterson and Professor Philip Altbach of Boston College wrote that "'internationalize' may be closer to a buzz word than a deep-seated reality for most colleges and universities....In an era of tight budgets, most institutions lack the financial resources for major international initiatives. And institutions with a lot of international activities often lack the coherent strategic direction that provides connective tissue across them."

All of us, in fact, can cite recent instances at universities where requests for more resources to teach foreign languages or support area studies programs have come out last in budget reallocations. And on the campuses where there exist stand-alone schools of international affairs, many of their deans are finding that university presidents and provosts no longer regard such programs as the jewel in the crown.

Faculty also do not appear convinced about the value of overseas experience and scholarship. Senior scholars often discourage younger faculty members from applying for Fulbright or other fellowships that would place them abroad for periods longer than a few months. Earlier this year, the president of Duke University, Nan Keohane, noted in a speech at Oxford University that we have become "...quite parochial. Since English is the dominant language of international scholarship...there is little incentive for American scholars to learn other languages. Because American scholarship is recognized as preeminent in many fields, there is little incentive to be current in the work done in other countries for many faculty members."

Compared to our colleagues in the European Union, the proportion of Americans who have had an international academic sojourn is remarkably low. While the absolute numbers continue to climb, less than 1% of American college students receive credit for study abroad, according to *Open Doors* data. What is equally troubling is that nearly a third of all those Americans who do study abroad head only for English-speaking countries. A continuation of these trends will not make America competitive in the world because it does not open minds far enough to new possibilities. This makes it even more important to assure that there is a steady flow of foreign students to American campuses. The presence of foreign students in the U.S. classroom represents perhaps the only chance for most American students to hear an international perspective and learn how to interact with persons from a foreign culture.

Open Doors and Opening Minds

State governments, many of which are developing sophisticated marketing strategies to woo foreign investment, have virtually ignored the foreign investment brought to them in the millions of dollars by international students, an investment that yields long-range benefits when those students return home and become corporate or government leaders making decisions about where to invest abroad in the future. Only a handful of states (such as Massachusetts and Oregon) have developed a coordinated academic recruitment strategy abroad to parallel their substantial investment in Foreign Trade offices and high-level delegations to woo corporate investors abroad. The economic crisis that started in Asia but is spreading across many other countries should serve as a wake up call that we cannot take for granted those flows of foreign students to our shores, and that urgent attention is needed to retain America's preeminent role as the higher education magnet for so many talented students around the world.

There is, in sum, work for all of us here to do.

The U.S. government as a whole needs to insure that the flagship programs remain healthy and their budgets increase to a level that assures students and scholars the support they need to undertake their studies. This requires a new, bipartisan consensus about the importance of international educational exchange. Embassies also need to remain in the picture and facilitate the dissemination of information about and access to U.S. higher education, so that students from all around the world continue to see American academic institutions as their destination of choice. State governments and state-supported academic institutions should be sure that the immediate and long-range benefits of training international students are clear to legislators and to the voters who elect them. Academic leaders, from the President to the Provost to the Admissions office must clearly articulate the value of international students on campus and the value of study abroad for U.S. students Deans and professors have to push students to seek out programs that take them across cultures as well as oceans, and then develop curricula that actually build on what was learned after they return to campus. Corporate leaders have to start speaking up — especially to business school deans and prospective MBAs — about the importance of pursuing learning on a worldwide basis.

And together we have to help make the case that international educational exchange is one of the surest ways left to make the world a less dangerous place.

ACKNOWLEDGMENTS

This year we have chosen Mark Rothko's work *Magenta, Black Green on Orange* (1949) as our cover. The elements in Rothko's work have often alluded to doorways or portals through his use of space, light and dark and above all, color. All of the elements of his work function as an integrated whole and lead us to consider the depths of meaning that move from within the work to the viewer. In its broadest sense the phenomena of international student and scholar mobility must be understood as consisting of more than the sum of its parts. It can be read as more than the consequences of the actions of individual students, institutions, and governments. For the reader we encourage you to consider this enterprise as an integral part of the global transitions in this last decade of the 20th century.

Next year will mark the 50th anniversary of the data collection and dissemination enterprise now known as *Open Doors*. As next year's anniversary year will also see important changes in the printed report and other means of sharing data on international student mobility we thought a tease was in order. The 49 to 50 odometer devices printed on the upper right corner of the odd pages in the report should remind readers to stay wired in . . .the best is yet to come.

The preparation of this report would not have been possible without the support and contributions we received from many individuals and organizations. We gratefully acknowledge grant support from the Bureau of Educational and Cultural Affairs of the United States Information Agency for the implementation of the Annual Census of Foreign Students, the Foreign Scholars Survey, and the Survey of U.S. Study Abroad and for the production of *Open Doors*. We also appreciate the TOEFL Policy Council's support of the survey of foreign students enrolled in Intensive English Programs.

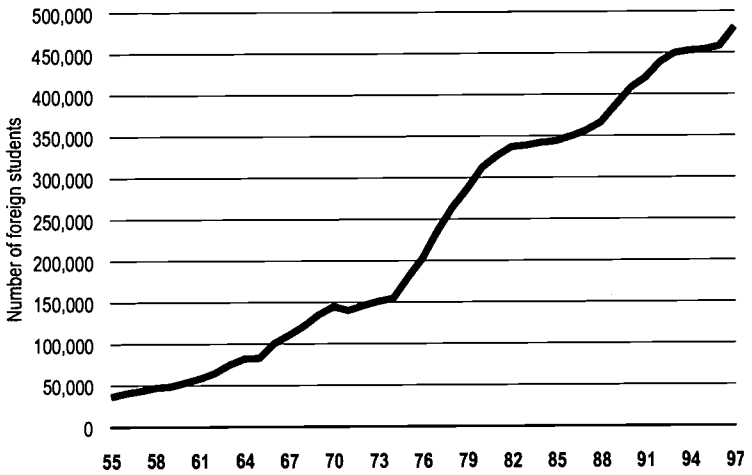
The Institute also acknowledges the assistance of the members of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and of NAFSA: Association of International Educators in obtaining the data. This report has benefited from the thoughtful writing on the implications of student exchange made by our sidebar contributors. The names of these individuals are given in the bibliographic note that accompanies their essays.

Many others inside and outside IIE contributed their special skills to this report. Lisa Rhoades led the production staff for this report. Dutton and Sherman Design executed the cover design. Typography page layout and the interior redesign was by Ian Walker Communications. Carol Weeg provided editorial assistance. Theresa Duhon and Catherine Johntz copyedited the manuscript. Theresa Duhon and Daniel Wein assisted greatly in the process of data collection and insuring the integrity of the data. Marilyn Finkel with Automated Data Solutions supervised data entry. Finally we wish to acknowledge our debt to the officers of the Institute of International Education for their continuing commitment to an independent, high quality, policy-oriented report.

Todd M. Davis
Director of Research
Institute of International Education
New York City
October 26, 1998

FAST FACTS: Open Doors 1997/98

TOTAL FOREIGN STUDENT ENROLLMENT Despite a 1,200% increase in their numbers since 1954, foreign students make up only 3.4% of the total U.S. higher education enrollment. (Section 1)



Year	Foreign Students	Annual % Change
1954/55	34,232	–
1964/65	82,045	–
1974/75	154,580	–
1984/85	342,113	–
1989/90	386,851	5.6
1990/91	407,529	5.3
1991/92	419,585	3.0
1992/93	438,618	4.5
1993/94	449,749	2.5
1994/95	452,653	0.6
1995/96	453,787	0.3
1996/97	457,984	0.9
1997/98	481,280	5.1

WHERE THE STUDENTS COME FROM, 1997/98 (Section 2)

Rank	Place of Origin	1996/97	1997/98	Percent Change
1	Japan	46,292	47,073	1.7
2	China	42,503	46,958	10.5
3	Korea, Republic of	37,130	42,890	15.5
4	India	30,641	33,818	10.4
5	Taiwan	30,487	30,855	1.2
6	Canada	22,984	22,051	-4.1
7	Thailand	13,481	15,090	11.9
8	Malaysia	14,527	14,597	0.5
9	Indonesia	12,461	13,282	6.6
10	Hong Kong	10,942	9,665	-11.7

BY WORLD REGION

Place of Origin	1996/97	1997/98	Percent Change
Asia	260,743	277,508	6.4
Europe	68,315	71,616	4.8
Latin America	49,592	51,368	3.6
Middle East	29,841	30,962	3.8
Africa	22,078	23,162	4.9
North America	23,611	22,613	-4.2
Oceania	3,690	3,893	5.5
WORLD TOTAL	**457,984**	**481,280**	**5.1**

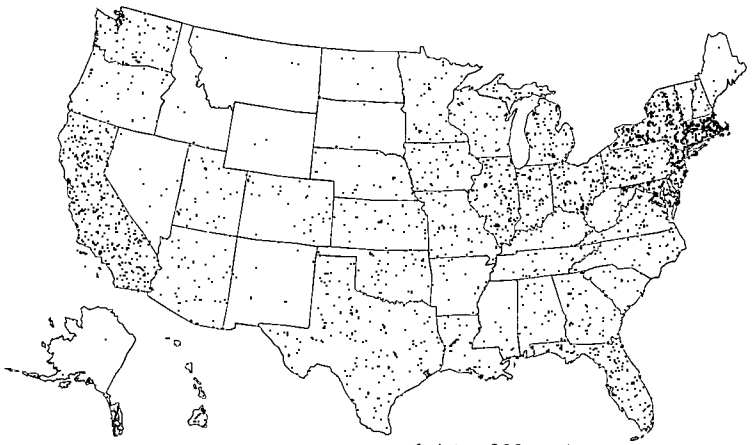
FAST FACTS: Open Doors 1997/98

LEADING COUNTIES, 1997/98 Over half of the country's foreign students are concentrated in only 50 U.S. counties. (Section 3)

County	State	Students
New York	New York	21,948
Los Angeles	California	21,167
Suffolk	Massachusetts	11,264
Cook	Illinois	10,852
District of Columbia		9,180
Middlesex	Massachusetts	8,732
San Francisco	California	7,069
Santa Clara	California	6,781
Dade	Florida	6,575
Maricopa	Arizona	6,467
Philadelphia	Pennsylvania	6,177
Harris	Texas	6,048
San Diego	California	5,706
King	Washington	5,703
Honolulu	Hawaii	5,195
Franklin	Ohio	4,775
Washtenaw	Michigan	4,706
Orange	California	4,438
Travis	Texas	4,303
Allegheny	Pennsylvania	4,035

STATES WITH THE MOST FOREIGN STUDENTS, 1997-1998
California remains the leading host state.

Rank	U.S. State	1996/97	1997/98	% Change
1	California	57,017	65,292	14.5
2	New York	46,076	51,264	11.3
3	Texas	28,686	29,542	3.0
4	Massachusetts	26,568	27,121	2.1
5	Florida	20,307	21,096	3.9
6	Illinois	19,629	20,703	5.5
7	Pennsylvania	18,110	18,094	-0.1
8	Michigan	17,319	17,878	3.2
9	Ohio	16,763	17,522	4.5
10	Washington	10,959	11,195	2.2



1 dot = 200 students

WHERE THEY STUDY, 1997/98
Below are the 25 U.S. colleges and universities with the greatest number of foreign students. There are 125 institutions with 1,000 or more foreign students. (Section 5)

Rank	Institution	City	State	Total Foreign Students
1	New York U	New York	NY	4,964
2	Boston U	Boston	MA	4,603
3	Columbia U	New York	NY	4,080
4	U of Southern California	Los Angeles	CA	4,034
5	Ohio State U Main Campus	Columbus	OH	3,878
6	U of Wisconsin- Madison	Madison	WI	3,820
7	U of Texas at Austin	Austin	TX	3,666
8	U of Michigan- Ann Arbor	Ann Arbor	MI	3,368
9	Purdue U Main Campus	West Lafayette	IN	3,266
10	Harvard U	Cambridge	MA	3,249
11	U of Ill. Urbana- Champaign	Champaign	IL	3,107
12	U of Maryland College Park	College Park	MD	3,029
13	Michigan State U	East Lansing	MI	2,823
14	U of Pennsylvania	Philadelphia	PA	2,818
15	Florida International U	Miami	FL	2,717
16	Arizona State U Main	Tempe	AZ	2,711
17	Texas A&M U	College Station	TX	2,684
18	U of Minnesota- Twin Cities	Minneapolis	MN	2,651
19	Northern Virginia CC	Annandale	VA	2,626
20	Indiana U at Bloomington	Bloomington	IN	2,620
21	Cornell U	Ithaca	NY	2,612
22	U of Houston	Houston	TX	2,591
23	Baruch College C U N Y	New York	NY	2,555
24	George Washington U	Washington	DC	2,467
25	Iowa State U of Sci. & Tech.	Ames	IA	2,452

FAST FACTS: Open Doors 1997/98

PRIMARY SOURCE OF FUNDS, 1997/98
(Section 4)

Primary Source of Funds	% of Total
Personal & Family	67.9
U.S. College or University [1]	18.0
Home Govt/University	5.9
Foreign Private Sponsor	2.5
Current Employment	2.3
U.S. Private Sponsor	2.3
U.S. Government [1]	0.8
International Organization	0.5
Other Sources	0.2
Total	**100.0**

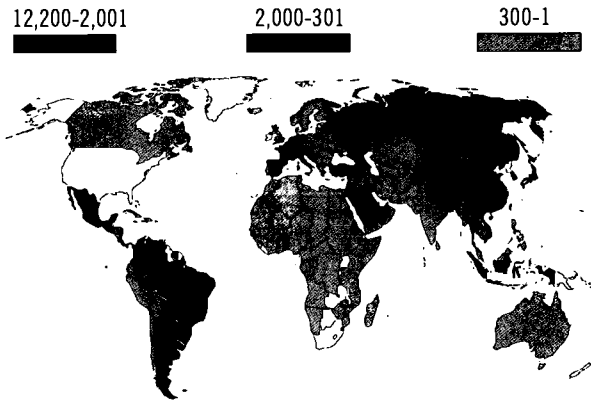
[1] Includes only direct grants to students not counting U.S. aid to institutions which also supports students.

WHAT FOREIGN STUDENTS STUDY, 1997/98
Business and engineering studies remain most popular among foreign students.
(Section 6)

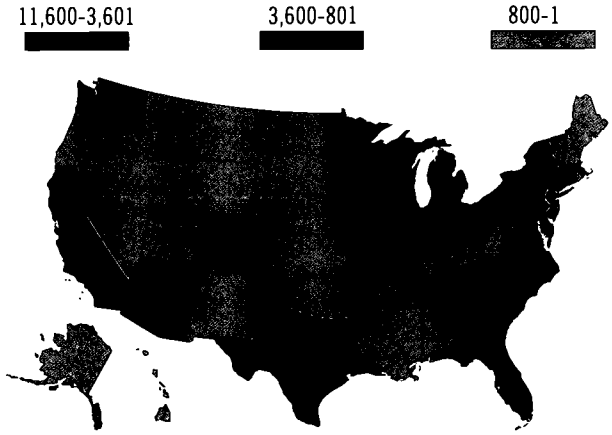
Field of Study	1996/97 Students	1996/97 %	1997/98 Students	1997/98 %	% Change
Business & Management	95,860	20.9	100,395	20.9	4.7
Engineering	71,001	15.5	71,623	14.9	0.9
Other*	44,367	9.7	46,701	9.7	5.3
Math & Com Sciences	35,132	7.7	40,968	8.5	16.6
Social Sciences	38,691	8.4	38,849	8.1	0.4
Physical & Life Sciences	37,198	8.1	37,201	7.7	0.0
Fine & Applied Arts	28,030	6.1	31,412	6.5	12.1
Undeclared	28,456	6.2	30,553	6.3	7.4
Intensive English Language	21,541	4.7	25,675	5.3	19.2
Health Professions	20,099	4.4	19,941	4.1	-0.8
Humanities	15,927	3.5	16,453	3.4	3.3
Education	13,248	2.9	12,998	2.7	-1.9
Agriculture	8,435	1.8	8,510	1.8	0.9
TOTAL	**457,984**	**100.0**	**481,280**	**100.0**	**5.1**

*Includes fields such as General Studies, Communications and Law.

INTENSIVE ENGLISH PROGRAM STUDENTS IN THE UNITED STATES (Section 9)



DISTRIBUTION OF FOREIGN SCHOLARS IN THE UNITED STATES 1997/98 (Section 10)



LEADING PLACES OF ORIGIN OF IEP STUDENTS (Section 9)

Locality	1996/97	1997/98	% Change
Korea, Republic of	10,226	12,128	18.6
Japan	9,803	12,044	22.9
Taiwan	3,309	3,992	20.6
Brazil	1,658	2,869	73.0
Thailand	2,206	2,148	-2.6
Saudi Arabia	1,233	1,417	14.9
China	891	1,356	52.2
Switzerland	624	1,329	113.0
Colombia	991	1,302	31.4
Mexico	1,559	1,284	-17.6
Venezuela	925	1,175	27.0
Indonesia	885	1,119	26.4
United Arab Emirates	827	1,095	32.4
WORLD TOTAL	**43,739**	**54,052**	**23.6**

MAJOR FIELD OF SPECIALIZATION OF FOREIGN SCHOLARS (Section 10)

Field of Specialization	% 1997/98
Health Sciences	26.9
Physical Sciences	14.5
Life and Biological Sciences	14.4
Engineering	11.7
Social Sciences and History	4.6
Agriculture	4.0
Mathematics	2.9
Computer and Information Sciences	2.9
Business Management	2.5
All other fields	15.6
TOTAL	**65,494**

FAST FACTS: Open Doors 1997/98

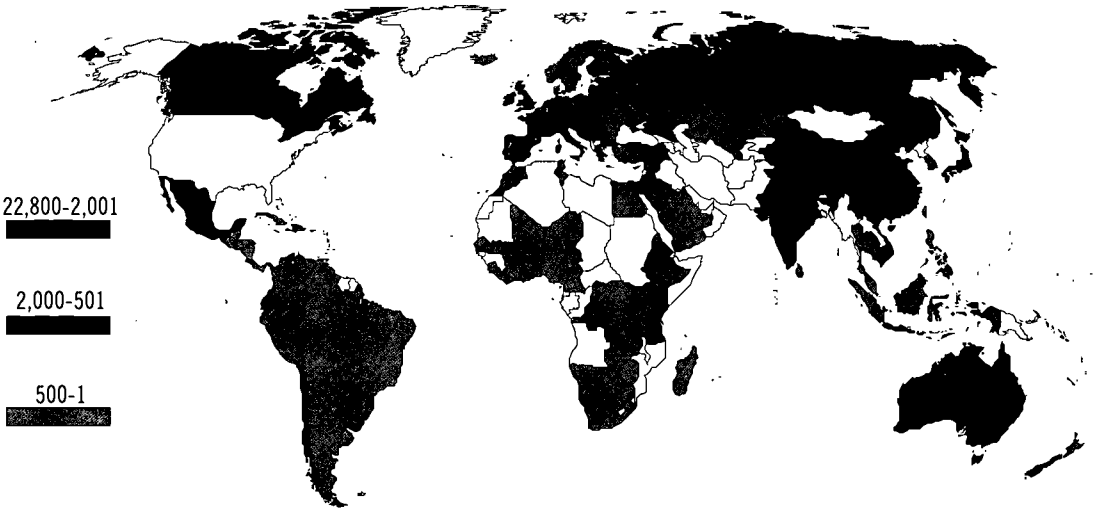
WHERE U.S. STUDENTS STUDY OVERSEAS (Section 8)

Percent of U.S. Study Abroad Students

Host Region	1995/96	1996/97
Africa	2.3	2.6
Asia	6.4	6.1
Europe	64.8	64.5
Latin America	15.4	15.3
Middle East	2.1	1.9
North America	0.7	0.7
Oceania	4.4	4.4
Multiple Regions	4.0	4.6
Total	**100.0**	**100.0**
Students Reported	**89,242**	**99,448**

Host Country	1995/96	1996/97	% Change
United Kingdom	20,062	22,787	13.6
Italy	7,890	9,074	15.0
France	7,749	8,362	7.9
Spain	8,135	8,840	8.7
Mexico	6,220	6,865	10.4
Australia	3,313	3,870	16.8
Germany	3,552	3,815	7.4
Costa Rica	2,298	2,609	13.5
Japan	2,010	2,018	0.4
Ireland	1,594	1,926	20.8
Israel	1,667	1,718	3.1
China	1,396	1,627	16.5
Russia	1,482	1,205	-18.7
Multi-country	**3,605**	**4,551**	**26.2**
TOTAL	**89,242**	**99,448**	**11.4**

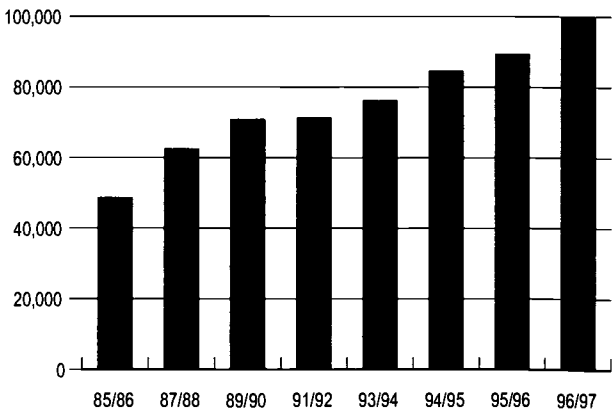
HOST NATIONS FOR U.S. STUDENTS ABROAD, 1996/97



MAJOR FIELD OF STUDY OF U.S. STUDENTS STUDYING ABROAD

Field of study	1995/96	1996/97	Students
Social Science & Humanities	35.2	34.0	33,799
Business & Management	13.9	14.6	14,488
Foreign Languages	10.7	9.3	9,226
Other	7.5	7.8	7,774
Fine or Applied Arts	6.8	7.1	7,020
Physical Sciences	6.8	6.8	6,776
Dual Major	4.7	4.9	4,872
Education	3.7	4.3	4,300
Undeclared	3.9	3.9	3,893
Health Sciences	2.3	2.7	2,652
Engineering	2.1	1.9	1,893
Math or Computer Science	1.3	1.6	1,587
Agriculture	1.0	1.2	1,165
Total	**100.0**	**100.0**	**99,448**

GROWING NUMBER OF U.S. STUDENTS STUDYING ABROAD



open doors 1997/98

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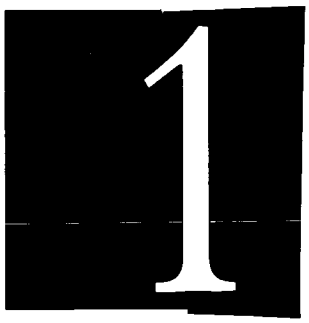
OVERVIEW

FOREIGN STUDENT CENSUS

The number of foreign students studying in the United States increased substantially in 1997/98. This year's total of 481,280 represents an increase of 5.1% over last year's figure. This year's jump builds on last year's near 1% increase in foreign student enrollments and appears to reverse a four-year trend of decelerating foreign student enrollments.



This 1997/98 increase reflects enrollment increases from 13 of the 15 largest source countries and exceptional growth from three countries: Korea, China and India, which are responsible for more than half (57%) of the 23,000-student increase in 1997/98. (See Section 2.) By contrast, last year seven of the 15 leading places of origin showed declines in enrollment, while the other eight showed only slight to moderate growth.

While the overall foreign student total is up markedly this year, certain sectors of the higher education system have benefited disproportionately. Between 1993 and 1997 community colleges have shown the strongest growth in international enrollments (19.9%) of all institutional types. Within institutional classifications, however, the more selective institutions have shown stronger increases in enrollment than have less selective colleges. (See Section 5.) Among the most popular fields of study, international enrollments in Business (up 4.7%), Computer Science (up 20%) and the Arts (up 14.7%) demonstrated exceptional growth this year.

While the United States hosts international students from virtually every country, there is a marked concentration of enrollments from particular places. Just over 41% of all international students studying in this country come from the leading five places. Japan, China, Korea, India and Taiwan collectively account for 201,000 international students. Indeed the leading 15 homelands, of which nine are Asian, account for two thirds of all U.S. international enrollments.

One measure of the impact international students have on a host country's educational system is their percentage of the higher education population. While foreign students represent 3.4% of all U.S. higher education enrollments, foreign students are enrolled at greater proportions at higher academic levels. Foreign students represent about 2.0% of all four-year undergraduate enrollments and 10.4% of graduate enrollments.

Despite the increases in foreign student numbers over the history of the census, these students' share of the overall U.S. higher education student population increased from only 1.4% in 1954/55 to 3.4% this year. In general, the tremendous growth in the number of Americans attending institutions of higher education during the same period offsets the impact of a growing international population, although percentages of foreign students in some academic fields, especially at the graduate level, are considerable.

1.0

FOREIGN STUDENTS AND TOTAL U.S. ENROLLMENT, 1954/55 - 1997/98
Both foreign student and U.S. total higher education enrollments have grown.

Year	Foreign Students	Annual % Change[1]	Total Enrollment	% Foreign
1954/55	34,232	–	2,499,800	1.4
1959/60	48,486	2.6	3,402,300	1.4
1964/65	82,045	9.7	5,320,000	1.5
1969/70	134,959	11.2	7,978,400	1.7
1974/75	154,580	2.3	10,321,500	1.5
1979/80	286,343	8.5	11,707,000	2.4
1984/85	342,113	0.9	12,467,700	2.7
1985/86	343,777	0.5	12,387,700	2.8
1986/87	349,609	1.7	12,410,500	2.8
1987/88	356,187	1.9	12,808,487	2.8
1988/89	366,354	2.9	13,322,576	2.7
1989/90	386,851	5.6	13,824,592	2.8
1990/91	407,529	5.3	13,975,408	2.9
1991/92[2]	419,585	3.0	14,360,965	2.9
1992/93	438,618	4.5	14,422,975	3.0
1993/94	449,749	2.5	14,473,106	3.1
1994/95	452,653	0.6	14,554,016	3.1
1995/96	453,787	0.3	14,419,252	3.1
1996/97	457,984	0.9	14,286,478	3.1
1997/98	481,280	5.1	14,350,000[3]	3.4

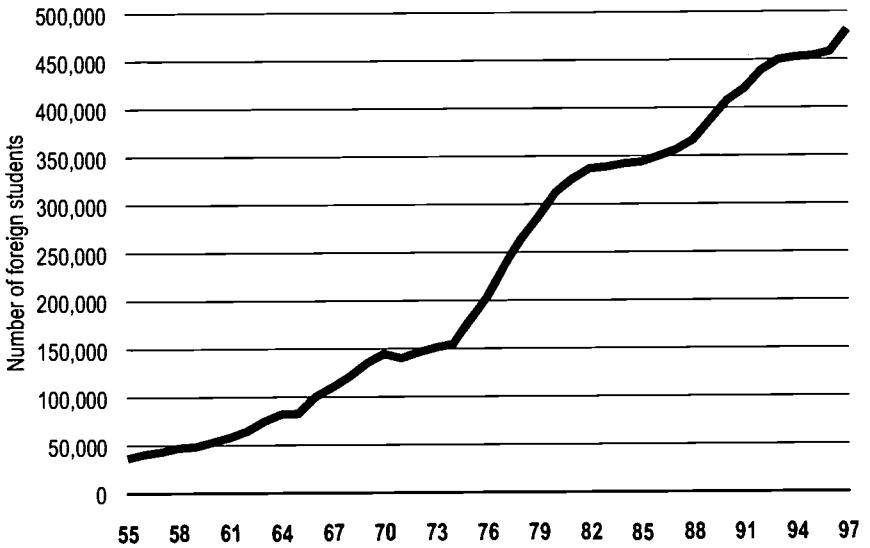
[1] Rate of change for accredited institutions. In 1981/82 the number of institutions surveyed decreased due to the elimination from the Census of all institutions that are not listed in the *Higher Education Directory*, colleges and universities with (a) accreditations, (b) provisional or probationary accreditation or (c) pre-accredited status by a Regional Accrediting Commission.

[2] Beginning in 1991/92, the foreign student totals do not include refugees, a category which had been reported since 1975/76.

[3] Reported total enrollments from 1954/55 to 1982/83 and 1997/98 are from the National Center for Educational Statistics, Washington, D.C. The report of total enrollments from 1983 to 1996 is from the College Board Annual Survey of Colleges Data Base. This year's figure is from NCES publication *Projections of Education Statistics to 2008*.

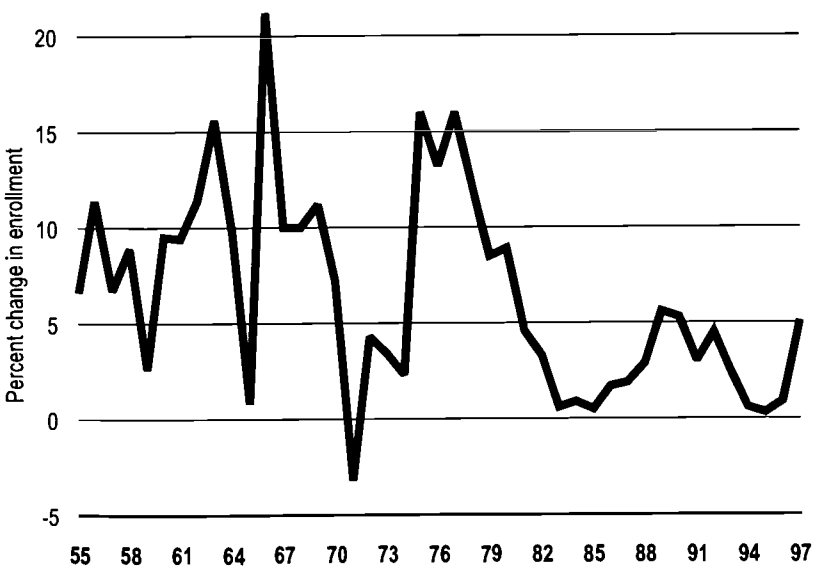
1.a

TRACKING FOREIGN STUDENT FLOWS Since the 1950s, periods of steep growth have been followed by relatively long periods of minimal growth.



1.b

ERRATIC GROWTH This year's 5.1% increase is the largest single year jump since the late 1980s.



To find what percentage of all undergraduates and graduates in the United States are foreign students, their numbers were compared to total U.S. enrollments, which were based on the 1997 projections provided by National Center for Educational Statistics (NCES). This survey determined the total U.S. enrollment in all two-year institutions, all four-year institutions, including doctoral degree-granting and special purpose institutions, and all graduate and first professional degree programs.

The proportion of foreign students at each level was then calculated by comparing the number of foreign students enrolled at each level with the NCES projections. *

Total two-year enrollment: 5,573,000. Total foreign associate degree enrollment (Section 6): 48,667. Percentage of two-year enrollment: 0.9%.

Total four-year enrollment: 8,777,000. Total foreign bachelor's enrollment (Section 6):174,609. Percentage of four-year enrollment: 2.0%.

Total graduate and first professional enrollment: 1,993,000. Total foreign graduate and first professional enrollment (Section 6):207,510. Percentage of graduate enrollment: 10.4%.

* The foreign associate, bachelor's and graduate enrollment figures do not include foreign students who are enrolled in practical training, nondegree or intensive English language programs.

Is this Increase for Real?

While *Open Doors* is the single most comprehensive and timely source of data on international enrollments, there are complementary data sets that support this year's findings. These complementary sources are:

1) E-mail surveys conducted by IIE and NAFSA: Association of International Educators;

2) Admissions data collected by the Immigration and Naturalization Service (INS);

3) The secondary analysis of Internet server statistics collected by gradschool.com, a leading provider of links to graduate programs searched by international students and;

4) International enrollments in Australia reported by IDP Education Australia.

Each of these data sources offer a unique but partial indication that the rise in student numbers observed this year is not a statistical fluke or artifact of better institutional reporting. Collectively, and with this year's *Open Doors*, findings may indicate that the United States remains the most attractive destination for an international education. These findings suggest that the widespread fears of marked enrollment drops due to the consequences of Asian financial turmoil may not come to pass.

1.1

ENROLLMENT CHANGE FROM TOP 15 PLACES OF ORIGIN, 1996/97 AND 1997/98, AND PERCENT OF U.S. TOTAL FOREIGN STUDENT ENROLLMENT

Rank	Place of Origin	1996/97	1997/98	1996 to 97 % Change	% of U.S. Foreign Student Total
1	Japan	46,292	47,073	1.7	9.8
2	China	42,503	46,958	10.5	9.8
3	Korea, Republic of	37,130	42,890	15.5	8.9
4	India	30,641	33,818	10.4	7.0
5	Taiwan	30,487	30,855	1.2	6.4
6	Canada	22,984	22,051	-4.1	4.6
7	Thailand	13,481	15,090	11.9	3.1
8	Malaysia	14,527	14,597	0.5	3.0
9	Indonesia	12,461	13,282	6.6	2.8
10	Hong Kong	10,942	9,665	-11.7	2.0
11	Mexico	8,975	9,559	6.5	2.0
12	Germany	8,990	9,309	3.5	1.9
13	Turkey	8,124	9,081	11.8	1.9
14	United Kingdom	7,357	7,534	2.4	1.6
15	Brazil	6,168	6,982	13.2	1.5
U.S. FOREIGN STUDENT TOTAL		**457,984**	**481,280**	**5.1**	

PERCENT OF INSTITUTIONS REPORTING ENROLLMENT CHANGES FOR SELECTED ASIAN COUNTRIES, BETWEEN THE FALL 1997 AND SPRING 1998 SEMESTERS

	Percent Change for:			
Change	**Thailand**	**Indonesia**	**Malaysia**	**Korea**
No change or increase	**61.9**	**55.2**	**65.7**	**36.7**
Total Decrease	**38.1**	**44.8**	**34.4**	**63.3**
1 to 10% drop	21.6	27.1	17.2	32.7
11 to 20% drop	7.2	9.4	5.1	18.4
21 to 30% drop	2.1	3.1	7.1	8.2
31 to 50% drop	7.2	3.1	4.0	2.0
More than 50% drop	0.0	2.1	1.0	2.0

NAFSA – IIE Survey

As the Asian crisis unfolded during the late fall and winter of 1997, speculation in the press grew regarding the actual impact of the crisis on international enrollments. As the IIE *Open Doors* census is an annual data collection effort (mostly reflecting fall 1997 enrollments), no timely national data was available to capture the later shifts in enrollments. To fill this information gap NAFSA and IIE jointly conducted an E-mail survey of institutions that enroll a significant number of students from the most heavily affected nations. The survey was conducted shortly after the start of the spring 1997 academic term. The institutions in the sample host approximately 62% of the total number of students from Thailand, Indonesia, Malaysia and Korea studying in the United States. One hundred and fifteen valid responses were received. We believe that this survey, while not comprehensive, constitutes a useful starting point from which to understand the dimensions of the impact that this financial crisis has had and may have on foreign student enrollments.

The key finding of the spring 1998 survey was that most institutions reported either no change or actual increases in student enrollments from Thailand, Malaysia and Indonesia between the fall 1997 and spring 1998 semesters. Enrollment drops reported by some institutions for these countries were relatively slight. Enrollment decreases for Korea, however, were somewhat deeper. For many institutions the observed declines in enrollment were consistent with the mild drops (2% to 7%) in enrollments typically experienced between the fall and spring semesters for both U.S. and international students. The moderating impact of a variety of helpful institutional responses may also have been responsible for the relatively moderate overall enrollment impact. While the principal institutional responses have been delaying tuition schemes and increasing on-campus employment, a wide variety of other accommodations are being made. Indeed, only 9% of institutions have not made any accommodation. Table 1.3 displays the kinds of institutional responses currently being made.

For a complete report of this survey consult our web site at www.iie.org/opendoors/.

1.3

THE RESPONSE OF INSTITUTIONS TO THE ASIAN "CRISIS": SPRING SEMESTER, 1998

Institutional Response	% of Institutions
Delayed tuition	71.2
Other	37.8
On-campus jobs	32.4
Deferred admission	27.0
More scholarships	23.4
Loans	20.7
Loan referrals	18.0
Tuition waivers	11.7
None	9.0

1.4

COMPARISON OF YEARLY FOREIGN STUDENT ADMISSIONS BY THE I.N.S. WITH TOTAL INTERNATIONAL STUDENT ENROLLMENTS, 1990-1996

Year	Admissions F1 & M1 Students	Percent Change	Year	*Open Doors* Enrollments	Percent Change
1996	426,903	17.2	**1997**	481,280	5.1
1995	364,220	-7.6	**1996**	457,984	0.9
1994	394,001	6.3	**1995**	453,787	0.3
1993	370,620	0.5	**1994**	452,653	0.6
1992	368,686	7.4	**1993**	449,749	2.5
1991	343,238	5.2	**1992**	438,618	4.5
1990	326,264		**1991**	419,585	

Source: INS Admission Report

INS Admissions Report

Annually the INS collects and publishes data on nonimmigrant admissions in its Statistical Yearbook. Admissions data is collected at the port of entry where an arriving visa holder presents INS Form I-94 to an inspector. This admissions data, when examined for student visa holders, is suggestive of student traffic into the United States. This traffic does not represent actual individual enrollments but reflects arrival events. Thus some students may arrive and depart many times during an academic year, while others may arrive and depart only once every several years. Further, the INS data does lag behind *Open Doors* data by one year. INS data spans the fiscal year while *Open Doors* data reflects overall enrollments in the fall of an academic year. With these limitations in mind it is still useful to compare INS admissions data with *Open Doors* enrollment data. Following enrollment trends INS admissions data reflected relatively bumpy but real increases during the early and mid-1990s. Last year, however, saw a 17.2% jump in admissions that paralleled the reported jump in enrollments seen this year. The INS fiscal year data includes student admissions through the fall term 1997, which is the period of time covered by *Open Doors*. For further information on INS statistics consult the INS web site at www.ins.usdoj.gov/statyrbook96/

Gradschools.com Server Statistics

Gradschools.com is a system, highlighted by a World Wide Web site, dedicated to post-baccalaureate educational programs. Prospective students select their desired curriculum and receive pages of information over their computer through browser software such as Netscape's Navigator, Microsoft's Internet Explorer or America Online's Web Browser. The site began operation November 29, 1996 and as of August, 1998 includes listings of over 40,000 graduate programs. While the site hosts an estimated 10,000 users a week, both domestic and foreign, it is the significant source of on-line international education information about graduate education. As a by product of site "hit" statistics, the domain suffix of international users can be used as a guide to the relative interest in graduate studies—overwhelmingly in the United States—that potential students from particular overseas places have. As an indication that this year's increase in enrollments from India and China are not aberrations, the change in weekly site hits by new users with Asian domain suffixes shows enormous growth in use by users from China and India. By September 1998 over 200 hits per week were being registered from each of these countries. It is apparent that Internet use has jumped markedly over this past year. For further information on Gradschools.com, check out their web site at: www.gradschools.com.

CHANGE IN WEEKLY SITE HITS FOR SELECTED ASIAN PLACES

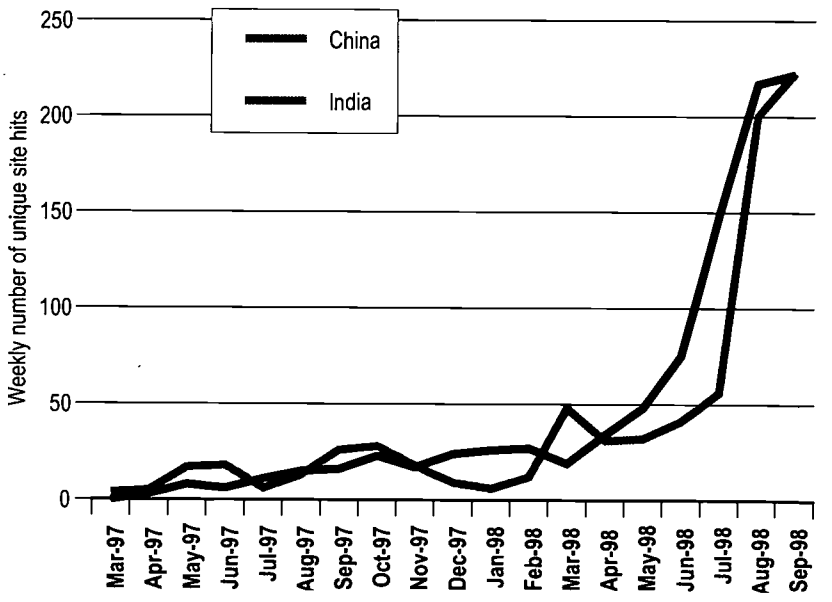
Prospective students are making over 200 new site visits a week from China, India and Japan.

	Average weekly site hits		
Domains	**Sep-97**	**Sep-98**	**%Change**
India	16	222	1251.4
China	26	223	741.6
Taiwan	14	68	387.8
Malaysia	9	29	230.6
Japan	82	256	212.4
Korea	19	54	187.6
Indonesia	4	11	180.5
Thailand	16	19	13.3

Source: INS Admission Report

ONLINE AND UNDERWAY

Since the beginning of 1998 growth in the use of the Internet in graduate school selection has been explosive.



1.6

U.S. AND AUSTRALIAN ENROLLMENT CHANGES

With some exceptions both U.S. and Australia have experienced enrollment increases from Asia.

	Percent Change	
	U.S.	Australian*
Place of Origin	9/96 to 9/97	1/97 to 1/98
Japan	1.7	14.9
China	10.5	29.4
Korea, Republic of	15.5	15.6
India	10.4	24.6
Taiwan	1.2	21.1
Thailand	11.9	9.9
Malaysia	0.5	8.1
Indonesia	6.6	17.3
Hong Kong	-11.7	22.2
WORLD TOTAL	**5.1**	**14.0**

* *Source: IDP Education Australia*

Australian Overseas Student Statistics

Australia is a leading competitor nation for enrollments of Asian students. If the Asian financial crisis had a widely debilitating effect on international enrollments it would seem likely that Australian enrollments might show softness. Based on an analysis of visa statistics, IDP Education Australia has released interim and unofficial figures for the first academic semester in Australia that began in March 1998. IDP reports that between March 1997 and March 1998 total international higher education sector enrollments (not including intensive English enrollments) showed a 5.7% jump during fall 1997 and a 14% increase in March 1998 over March 1997 totals. While the Australian numbers reflect a strong gain from each important Asian place, enrollment increases from China and India were especially strong, as they were in the United States. It also appears that Australia attracted students from several locales where the U.S. enrollments have declined, such as Taiwan, Malaysia and Hong Kong. For more information about IDP Education Australia check their web site at www.idp.edu.au.

ENROLLMENTS BY PLACE OF ORIGIN AND ACADEMIC LEVEL

2 COUNTRIES, REGIONS, AND LEVELS

Asian students constitute over half of all U.S. international student enrollments (57.6%). This year's total of 277,508 reflects a marked increase (6.4%) over last year's figure. The jump in enrollments is fueled by particularly large increases from China (10.5%), from 42,503 in 1996 to 46,958 in 1997; Korea (15.5%), from 37,130 in 1996 to 42,890 in 1997; India (10.4%), from 30,641 in 1996 to 33,818 in 1997; and Thailand (11.9%), from 13,481 in 1996 to 15,090 in 1997. These increases from China and Thailand build on last year's surge in the number of U.S.-bound students from China (up 7.3%) and Thailand (up 10.8%). These notable increases come after three years of minimal enrollment increases from the Asian region. Japan remains the leading country of origin for foreign students studying in the United States. Japan's modest rate of increase of less than 1.7% continues a five-year trend of slow growth and is far smaller than that seen over the preceding decade.

Europeans continue to be the second largest regional group after Asians, and the 71,616 European students constitute 14.8% of all international students studying in the United States. Enrollment trends from many of the leading countries of Western Europe reflect modest but widely spread increases this year. German enrollments increased 3.5%, from 8,990 in 1996 to 9,309 in 1997; enrollments from the United Kingdom increased by 2.4%, from 7,357 in 1996 to 7,534 in 1997. In Eastern Europe enrollments have increased by 9.5%, from 19,471 in 1996 to 21,314 in 1997. Students from Russia are the dominant Eastern European group, and their rate of increase this year has slowed from a jump of 10.9% between 1995 and 1996 to 3.6% between 1996 and 1997.

2.a

COUNTRIES OF ORIGIN, 1997/98

Nine of the ten leading places of origin are in Asia. In recent years growth in enrollments from Mexico, Brazil and Turkey have been noted.

47,100-6,501 6,500-1,201 1,200-1

Enrollments of students from many Middle Eastern countries continue to fall, with the exceptions of Turkey and Saudi Arabia. This year Turkish enrollments showed an 11.8% increase, from 8,124 in 1996 to 9,081 in 1997. Turkey is the 14th largest sender of U.S.-bound international students.

Canadian enrollments in the United States continue to drop this year. Canada ranks sixth among the leading sending nations, and the drop of 4.1% this year, from 22,984 students in 1996 to 22,051 in 1997, reflects a five-year pattern of stable or declining enrollments.

Enrollments from Latin America, especially South and Central America, have grown this year. Latin American enrollments in general have increased by 3.6% between 1996 and 1997. Since the signing of the North American Free Trade Agreement (NAFTA), the number of Mexican students studying in the United States has grown. This year enrollments by Mexican students increased by 6.5%, from 8,975 in 1996 to 9,559 in 1997. Mexico is the 11th largest sending country for international students in the United States. Increases in enrollments from South American countries continue, from 23,272 in 1996 to 25,302 in 1997. Students from Brazil continue to enroll in increasing numbers. Between 1995 and 1996 enrollments jumped by 12.2%, from 5,497 to 6,168. This year saw an increase of 13.2% over 1996, to 6,982 students in 1997.

Canada, Mexico and Brazil collectively account for over 52% of all foreign student enrollments from the Western Hemisphere and 8% of all enrollments worldwide.

2.0

FOREIGN STUDENT TOTALS BY PLACE OF ORIGIN, 1996/97 & 1997/98

Place of Origin	1996/97	1997/98	% Change
■ AFRICA	**22,078**	**23,162**	**4.9**
Eastern Africa	**8,628**	**8,951**	**3.7**
Burundi	63	52	-17.5
Comoros	75	30	-60.0
Djibouti	14	6	-57.1
Eritrea	62	65	4.8
Ethiopia	1,160	1,014	-12.6
Kenya	3,723	4,346	16.7
Madagascar	116	153	31.9
Malawi	464	265	-42.9
Mauritius	169	165	-2.4
Mozambique	80	80	0.0
Reunion Island	1	1	0.0
Rwanda	51	81	58.8
Seychelles	12	6	-50.0
Somalia	79	55	-30.4
Tanzania	851	851	0.0
Uganda	568	560	-1.4
Zambia	402	418	4.0
Zimbabwe	730	799	9.5
East Africa, Unspecified	8	4	-50.0
Central Africa	**1,187**	**1,265**	**6.6**
Angola	156	210	34.6
Cameroon	543	547	0.7
Central African Republic	25	19	-24.0
Chad	20	33	65.0
Congo	47	5	-89.4
Equatorial Guinea	14	17	21.4
Gabon	67	70	4.5
São Tomé & Príncipe	10	8	-20.0
Zaire/Congo	303	352	16.2
Central Africa, Unspecified	2	4	100.0
North Africa	**3,469**	**3,862**	**11.3**
Algeria	217	210	-3.2
Canary Islands	6	2	-66.7
Egypt	1,540	1,831	18.9
Libya	51	41	-19.6
Morocco	1,053	1,168	10.9
Sudan	339	328	-3.2
Tunisia	262	277	5.7
Western Sahara	1	5	400.0

2.0 *(cont.)*

FOREIGN STUDENT TOTALS BY PLACE OF ORIGIN, 1996/97 & 1997/98

Place of Origin	1996/97	1997/98	% Change
Southern Africa	**2,678**	**2,608**	**-2.6**
Botswana	540	564	4.4
Lesotho	71	53	-25.4
Namibia	91	87	-4.4
South Africa	1,851	1,809	-2.3
Swaziland	124	93	-25.0
Southern Africa, Unspecified	1	2	100.0
Western Africa	**6,115**	**6,471**	**5.8**
Benin	87	96	10.3
Burkina Faso	43	43	0.0
Cape Verde	48	34	-29.2
Côte d'Ivoire	428	416	-2.8
Gambia	340	288	-15.3
Ghana	1,327	1,494	12.6
Guinea	129	165	27.9
Guinea-Bissau	18	29	61.1
Liberia	321	298	-7.2
Mali	170	146	-14.1
Mauritania	41	41	0.0
Niger	60	63	5.0
Nigeria	2,184	2,436	11.5
Senegal	461	509	10.4
Sierra Leone	313	262	-16.3
Togo	133	137	3.0
West Africa, Unspecified	12	14	16.7
Africa, Unspecified	**1**	**5**	**400.0**
■ ASIA	**260,743**	**277,508**	**6.4**
East Asia	**167,935**	**178,256**	**6.1**
China	42,503	46,958	10.5
Hong Kong	10,942	9,665	-11.7
Japan	46,292	47,073	1.7
Korea, Republic of	37,130	42,890	15.5
Macao	397	356	-10.3
Mongolia	99	151	52.5
Taiwan	30,487	30,855	1.2
Korea, Dem. People's Rep.	85	143	68.2
East Asia, Unspecified	0	165	-
South & Central Asia	**44,256**	**47,761**	**7.9**
Afghanistan	74	90	21.6
Bangladesh	3,462	3,458	-0.1
Bhutan	31	37	19.4
India	30,641	33,818	10.4
Kazakhstan	425	500	17.6
Kyrgyzstan	81	107	32.1
Maldives	10	18	80.0
Nepal	1,400	1,697	21.2
Pakistan	6,095	5,821	-4.5
Sri Lanka	1,816	1,852	2.0
Tajikistan	42	49	16.7
Turkmenistan	29	39	34.5
Uzbekistan	150	275	83.3
Southeast Asia	**48,550**	**51,491**	**6.1**
Brunei	17	22	29.4
Cambodia	99	125	26.3
Indonesia	12,461	13,282	6.6
Laos	81	119	46.9
Malaysia	14,527	14,597	0.5
Myanmar	386	384	-0.5
Philippines	2,796	2,801	0.2
Singapore	3,727	3,843	3.1
Thailand	13,481	15,090	11.9
Vietnam	975	1,210	24.1
South East Asia, Unspecified	0	18	-
Asia, Unspecified	**2**	**0**	**-100.0**
■ EUROPE	**68,315**	**71,616**	**4.8**
Eastern Europe	**19,471**	**21,314**	**9.5**
Albania	371	445	19.9
Armenia	157	176	12.1
Azerbaijan	132	137	3.8
Belarus	171	192	12.3
Bosnia & Herzegovina	300	330	10.0
Bulgaria	1,805	2,265	25.5
Croatia	601	662	10.1
Czech Republic	733	769	4.9
Estonia	171	190	11.1
Former Czechoslovakia	63	47	-25.4
Former U.S.S.R.	254	329	29.5

2.0 (cont.)

FOREIGN STUDENT TOTALS BY PLACE OF ORIGIN, 1996/97 & 1997/98

Place of Origin	1996/97	1997/98	% Change
Former Yugoslavia	1,419	1,498	5.6
Georgia	248	221	-10.9
Hungary	993	1,029	3.6
Latvia	228	239	4.8
Lithuania	254	319	25.6
Macedonia	151	182	20.5
Moldova	98	117	19.4
Poland	1,707	1,844	8.0
Romania	1,669	1,951	16.9
Russia	6,199	6,424	3.6
Slovakia	281	364	29.5
Slovenia	160	182	13.8
Ukraine	1,305	1,402	7.4
Eastern Europe, Unspecified	1	0	-100.0
Western Europe	**48,844**	**50,301**	**3.0**
Andorra	13	10	-23.1
Austria	965	956	-0.9
Belgium	876	865	-1.3
Denmark	1,006	1,063	5.7
Finland	909	976	7.4
France	5,692	5,992	5.3
Germany	8,990	9,309	3.5
Gibraltar	5	5	0.0
Greece	3,010	3,065	1.8
Iceland	526	550	4.6
Ireland	958	992	3.5
Italy	2,839	3,090	8.8
Liechtenstein	12	11	-8.3
Luxembourg	71	77	8.5
Malta	55	48	-12.7
Monaco	16	14	-12.5
Netherlands	1,883	1,938	2.9
Norway	2,268	2,316	2.1
Portugal	770	854	10.9
San Marino	4	2	-50.0
Spain	4,673	4,371	-6.5
Sweden	4,096	4,412	7.7
Switzerland	1,850	1,850	0.0
United Kingdom	7,357	7,534	2.4
Vatican City	0	1	-
Europe, Unspecified	**0**	**1**	-

Place of Origin	1996/97	1997/98	% Change
■ LATIN AMERICA	**49,592**	**51,368**	**3.6**
Caribbean	**11,796**	**10,855**	**-8.0**
Anguilla	26	20	-23.1
Antigua	239	225	-5.9
Aruba	60	52	-13.3
Bahamas	2,060	1,917	-6.9
Barbados	543	523	-3.7
British Virgin Islands	65	77	18.5
Cayman Islands	188	202	7.4
Cuba	91	89	-2.2
Dominica	195	174	-10.8
Dominican Republic	757	823	8.7
Grenada	166	237	42.8
Guadeloupe	6	6	0.0
Haiti	855	867	1.4
Jamaica	3,357	2,694	-19.7
Leeward Islands	4	5	25.0
Martinique	8	7	-12.5
Montserrat	20	33	65.0
Netherlands Antilles	368	362	-1.6
St. Kitts-Nevis	136	89	-34.6
St. Lucia	135	202	49.6
St. Vincent	98	140	42.9
Trinidad & Tobago	2,223	1,927	-13.3
Turks & Caicos Islands	19	25	31.6
Windward Islands	14	14	0.0
Caribbean, Unspecified	163	145	-11.0
Central America/Mexico	**14,524**	**15,211**	**4.7**
Belize	362	345	-4.7
Costa Rica	821	815	-0.7
El Salvador	719	765	6.4
Guatemala	808	928	14.9
Honduras	895	912	1.9
Mexico	8,975	9,559	6.5
Nicaragua	658	601	-8.7
Panama	1,286	1,286	0.0

2.0 (cont.)

FOREIGN STUOENT TOTALS BY PLACE OF ORIGIN, 1996/97 & 1997/98

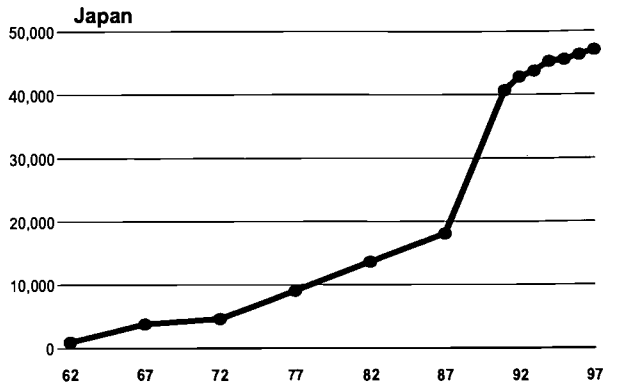
Place of Origin	1996/97	1997/98	% Change
South America	**23,272**	**25,302**	**8.7**
Argentina	2,275	2,473	8.7
Bolivia	721	719	-0.3
Brazil	6,168	6,982	13.2
Chile	988	1,156	17.0
Colombia	3,636	4,345	19.5
Ecuador	1,516	1,643	8.4
Falkland Islands	1	0	-100.0
French Guiana	1	5	400.0
Guyana	413	388	-6.1
Paraguay	260	268	3.1
Peru	2,205	2,127	-3.5
Suriname	132	104	-21.2
Uruguay	365	356	-2.5
Venezuela	4,590	4,731	3.1
South America, Unspecified	1	5	400.0
■ MIOOLE EAST	**29,841**	**30,962**	**3.8**
Bahrain	394	399	1.3
Cyprus	1,806	2,026	12.2
Iran	2,129	1,863	-12.5
Iraq	207	155	-25.1
Israel	2,507	2,675	6.7
Jordan	2,094	2,027	-3.2
Kuwait	2,924	2,810	-3.9
Lebanon	1,370	1,321	-3.6
Oman	525	595	13.3
Palestine Authority	2	0	-100.0
Qatar	376	339	-9.8
Saudi Arabia	4,264	4,571	7.2
Syria	541	534	-1.3
Turkey	8,124	9,081	11.8
United Arab Emirates	2,133	2,225	4.3
Yemen	370	341	-7.8
Middle East, Unspecified	**75**	**0**	**-100.0**
■ NORTH AMERICA	**23,611**	**22,613**	**-4.2**
Bermuda	627	562	-10.4
Canada	22,984	22,051	-4.1

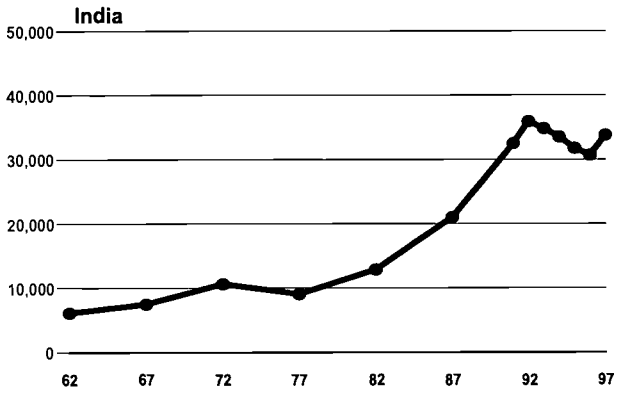
Place of Origin	1996/97	1997/98	% Change
■ OCEANIA	**3,690**	**3,893**	**5.5**
Australia	2,206	2,308	4.6
Cook Islands	1	12	1,100.0
Fiji	78	166	112.8
French Polynesia	32	119	271.9
Kiribati	13	46	253.8
Marshall Islands	17	8	-52.9
Micronesia, Fed. States of	382	170	-55.5
Nauru	1	4	300.0
New Caledonia	0	2	-
New Zealand	766	815	6.4
Niue	2	4	100.0
Palau	45	13	-71.1
Papua New Guinea	51	51	0.0
Solomon Islands	7	6	-14.3
Tonga	31	42	35.5
Tuvalu	5	4	-20.0
Vanuatu	1	2	100.0
Western Samoa	51	116	127.5
Oceania, unspecified	**1**	**5**	**400.0**
Stateless	**109**	**159**	**45.9**
■ WORLO TOTAL	**457,984**	**481,280**	**5.1**

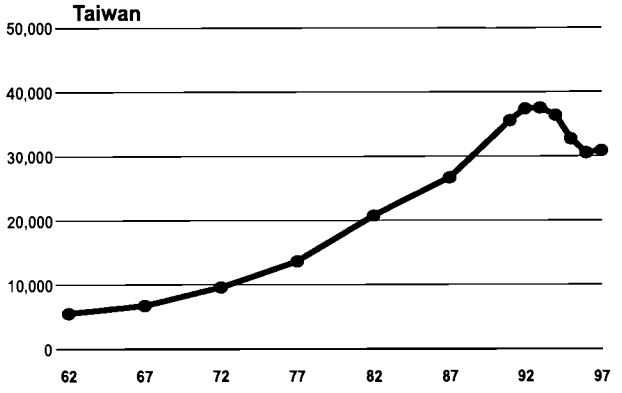
2.b

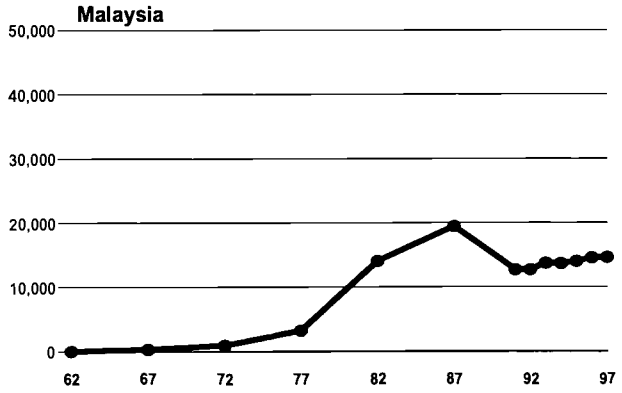
HOW THE 15 LEADING COUNTRIES COMPARE IN STUDENT FLOWS TO THE UNITED STATES, 1962/63 - 1997/98

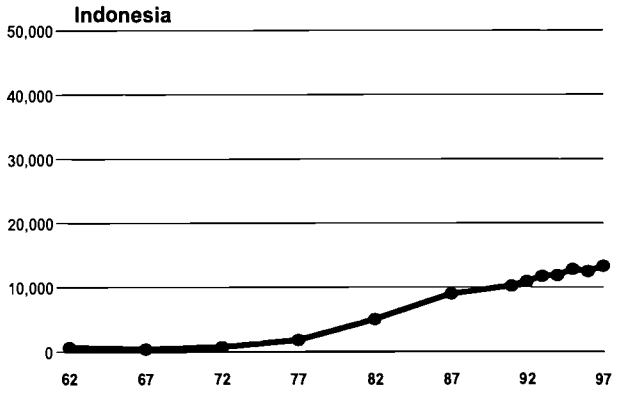
Sharp increases in student enrollments were noted for many leading places. Enrollments from Canada and Hong Kong fell this year.

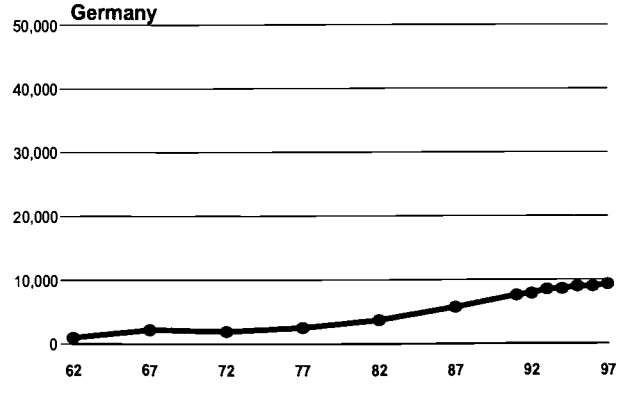


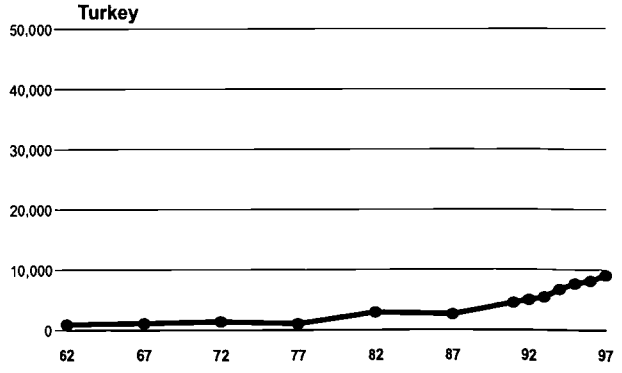




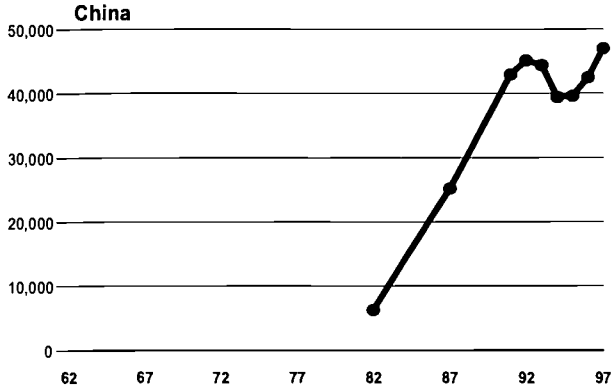




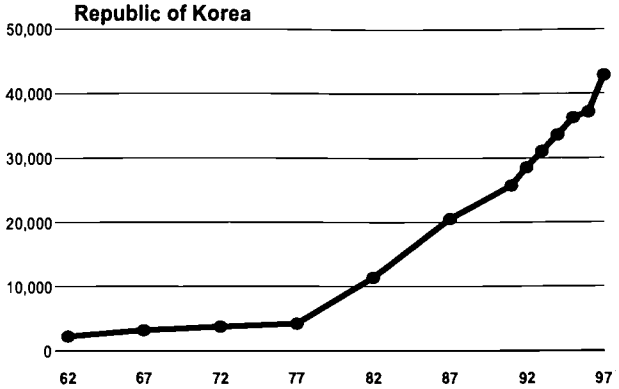




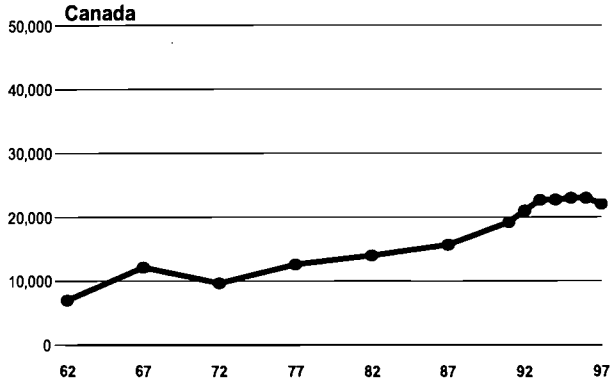
China



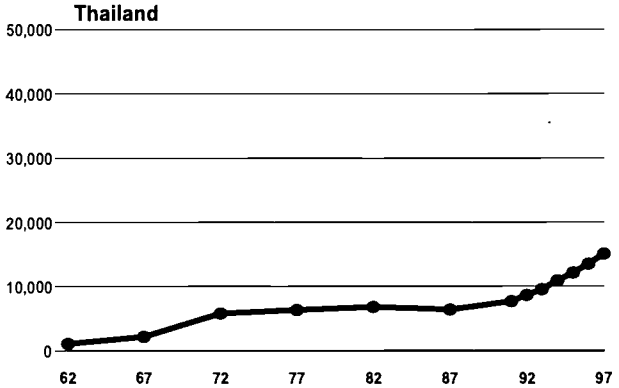
Republic of Korea



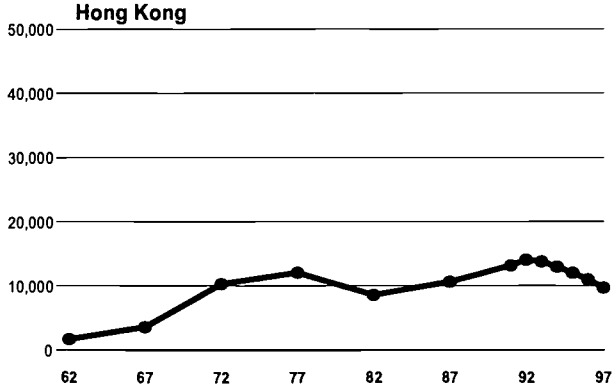
Canada



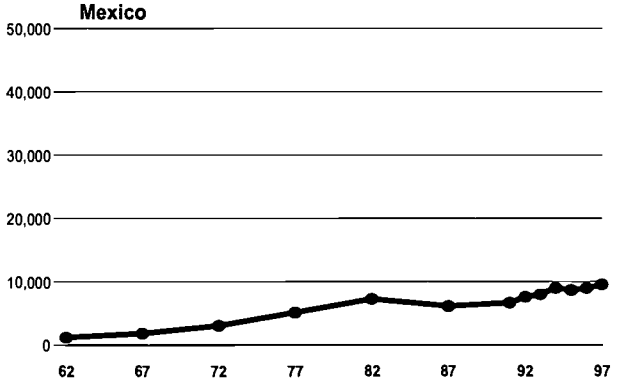
Thailand



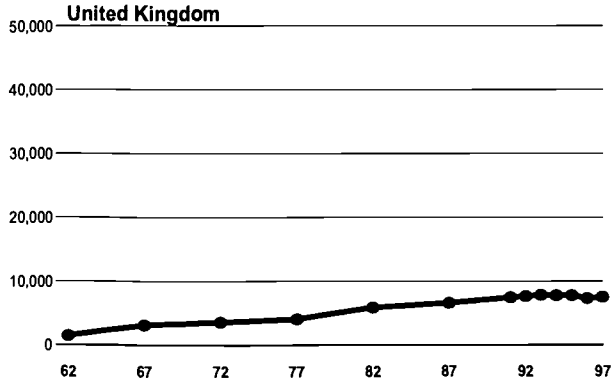
Hong Kong



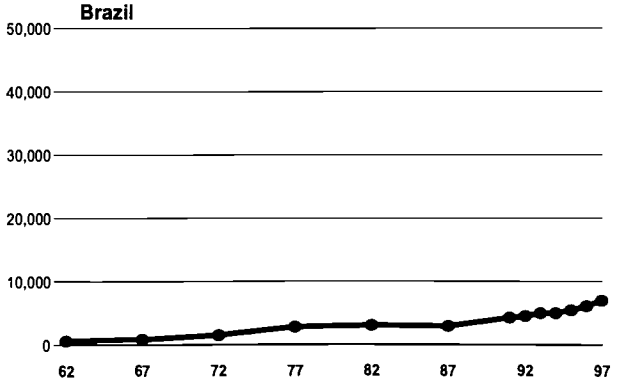
Mexico



United Kingdom



Brazil



Enrollments by Academic Level

African Students

Nearly two-thirds of the African students in the United States are studying at the undergraduate level. This is particularly true of students from Sub-Saharan countries, especially Ethiopia, Nigeria and Kenya, where undergraduates outnumber graduate students more than two to one. Close to 72% of the students from Kenya (the largest African sending country) are enrolled as undergraduates, and only among students from South Africa and Ghana are graduate and undergraduate enrollments fairly evenly matched. North African students who come to the United States are more likely to be in graduate programs. Among the North African national groups, 62.7% of Moroccans are undergraduate students, and 65.1% of Egyptian students are studying at the graduate level.

Asian Students

China's students in the United States are overwhelmingly at the graduate level, with Japan's overwhelmingly undergraduate.

India, the South Asian country with the most students in the United States, is the home country of most graduate students from this region. Again this year, just fewer than three-quarters of Indian students in the United States are studying at the graduate level. Still, this is a decrease from 1993/94, when almost 80% of Indian students studied at the graduate level. Indian graduate level totals are down nearly 4% from last year, to 22,962. Students from other countries within South and Central Asia are predominantly undergraduates.

Southeast Asians overall enroll in undergraduate programs (58.4%) more often than in graduate ones. Of the students from the leading sending countries of Southeast Asia, 82% of Malaysians and 69.5% of Singaporeans are enrolled as undergraduates. Conversely, 64.8% of Thais are enrolled at the graduate level.

2.1

REGIONS & SELECTED PLACES OF ORIGIN BY ACADEMIC LEVEL, 1997/98

REGION/ Place of Origin	% Undergraduate	% Graduate	% Other	Total
■ AFRICA	**61.6**	**33.5**	**5.0**	**23,162**
North Africa	**43.3**	**50.2**	**6.5**	**3,862**
Egypt	30.9	65.1	4.0	1,831
Morocco	62.7	29.4	8.0	1,168
Sub-Saharan Africa	**65.3**	**30.1**	**4.6**	**19,300**
Kenya	71.6	22.5	5.8	4,346
Nigeria	67.0	29.9	3.1	2,436
South Africa	52.3	43.9	3.8	1,809
Ghana	58.8	37.5	3.7	1,494
Ethiopia	64.5	31.1	4.4	1,014
■ ASIA	**43.3**	**48.3**	**8.4**	**277,508**
East Asia	**41.8**	**48.2**	**10.1**	**178,256**
Japan	68.6	18.8	12.6	47,073
China	11.4	83.5	5.2	46,958
Korea, Republic of	41.8	44.2	14.0	42,890
Taiwan	35.1	55.6	9.3	30,855
Hong Kong	73.5	20.5	6.0	9,665
South & Central Asia	**32.7**	**62.9**	**4.5**	**47,761**
India	21.2	74.3	4.5	33,818
Pakistan	60.4	35.4	4.2	5,821
Bangladesh	60.5	36.3	3.2	3,458
Sri Lanka	55.8	40.9	3.3	1,852
Nepal	69.9	25.3	4.8	1,697
Southeast Asia	**58.4**	**35.2**	**6.4**	**51,491**
Thailand	24.6	64.8	10.5	15,090
Malaysia	82.0	15.0	3.1	14,597
Indonesia	67.3	26.3	6.4	13,282
Singapore	69.5	27.1	3.5	3,843
Philippines	53.9	40.8	5.2	2,801
Vietnam	72.2	20.3	7.4	1,210
■ EUROPE	**50.9**	**41.0**	**8.1**	**71,616**
Eastern Europe	**50.2**	**44.5**	**5.3**	**21,314**
Russia	44.7	48.4	6.9	6,424
Bulgaria	54.7	41.2	4.2	2,265
Romania	26.7	70.8	2.5	1,951
Poland	63.1	29.9	7.0	1,844
Former Yugoslavia	58.4	38.6	3.0	1,498
Ukraine	50.2	44.8	5.0	1,402
Hungary	48.1	44.7	7.2	1,029

2.1 (cont.)

REGIONS & SELECTED PLACES OF ORIGIN BY ACADEMIC LEVEL, 1997/98

Region/ Homeland	% Under-graduate	% Graduate	% Other	Total
Western Europe	**51.2**	**39.5**	**9.3**	**50,301**
Germany	41.2	48.7	10.1	9,309
United Kingdom	58.5	32.6	8.9	7,534
France	44.4	42.4	13.2	5,992
Sweden	80.3	15.1	4.6	4,412
Spain	50.2	40.4	9.4	4,371
Italy	33.9	54.9	11.3	3,090
Greece	38.8	55.7	5.5	3,065
Norway	71.8	23.7	4.5	2,316
Netherlands	52.2	36.2	11.6	1,938
Switzerland	54.4	31.9	13.7	1,850
Denmark	52.9	34.0	13.1	1,063
■ LATIN AMERICA	**58.9**	**32.9**	**8.2**	**51,368**
Caribbean	**79.0**	**18.0**	**3.1**	**10,855**
Jamaica	75.7	21.8	2.5	2,694
Trinidad & Tobago	78.4	20.3	1.3	1,927
Bahamas	87.1	11.2	1.8	1,917
Central America/Mexico	**60.8**	**32.8**	**6.4**	**15,211**
Mexico	53.9	38.7	7.4	9,559
Panama	74.3	20.1	5.5	1,286
South America	**49.5**	**39.1**	**11.4**	**25,302**
Brazil	52.1	37.0	10.9	6,982
Venezuela	49.2	37.8	12.9	4,731
Colombia	43.8	39.0	17.2	4,345
Argentina	34.5	54.8	10.8	2,473
Peru	53.9	37.8	8.4	2,127
Ecuador	71.0	22.5	6.5	1,643
Chile	31.9	59.5	8.5	1,156
■ MIDDLE EAST	**50.7**	**40.6**	**8.7**	**30,962**
Turkey	34.8	57.4	7.9	9,081
Saudi Arabia	52.0	33.7	14.3	4,571
Kuwait	73.6	16.2	10.2	2,810
Israel	48.1	46.7	5.2	2,675
United Arab Emirates	73.8	10.0	16.2	2,225
Jordan	47.1	47.7	5.2	2,027
Cyprus	66.4	30.5	3.1	2,026
Iran	38.1	56.5	5.5	1,863
Lebanon	50.6	44.0	5.4	1,321
■ NORTH AMERICA	**54.7**	**42.0**	**3.3**	**22,613**
Canada	54.0	42.7	3.3	22,051
■ OCEANIA	**58.0**	**36.7**	**5.3**	**3,893**
Australia	53.4	39.9	6.6	2,308
■ WORLD TOTAL	**48.1**	**43.9**	**7.9**	**481,280**

European Students

As a whole, European students are well represented at both the undergraduate (50.9%) and graduate (41%) levels in the United States. A relatively high proportion (8.1%) study at the "other" level, which includes practical training, non-degree and intensive English programs. A majority of the students from Eastern Europe are enrolled at the undergraduate level. This is particularly true of students from the former Yugoslavia, over 58.4% of whom are enrolled as undergraduates. Russian graduate students outnumber undergraduates, but only slightly. The Eastern European nation with the highest proportion of students enrolled in U.S. graduate schools is Romania, with 70.8%. Among the leading Western European countries, the proportion of graduate students is highest among the Greeks (55.7%), while students from the United Kingdom are predominantly undergraduates (58.5%).

Latin American Students

Like those from Africa, only about one-third (32.9%) of the students from Latin America who study in the United States are graduate students. Students from the Caribbean are overwhelmingly undergraduates, with 79% enrolled in associate or bachelor's degree programs. Among Jamaicans (the most numerous group) the figure is 75.7%; for several other national groups within the Caribbean, the percentage is considerably higher. Mexico, which has more students in the United States than any other Latin American country, has a relatively high proportion of students in graduate programs (38.7%). Compared to other subregions of Latin America, the proportion of South Americans coming to the United States as undergraduates is relatively small (49.5%). The proportions of Argentineans (34.5%) and Chileans (31.9%) at this level are particularly low, while Ecuador's share of undergraduates is the highest at 71%.

Middle Eastern Students

Middle Easterners who come to the United States for study are more often enrolled at the undergraduate (50.7%) than the graduate (40.6%) level. Turkey, which has more students in the United States than does any other Middle Eastern country, also has the highest proportion of graduate students here (57.4%). The majority of Saudi Arabian students are also undergraduates (52%), and a comparatively high percentage (14.3%) are in the "other" category, which for Saudi Arabian students is most often intensive English language training. Israeli students are fairly evenly divided between undergraduate and graduate programs.

North American and Oceanian Students

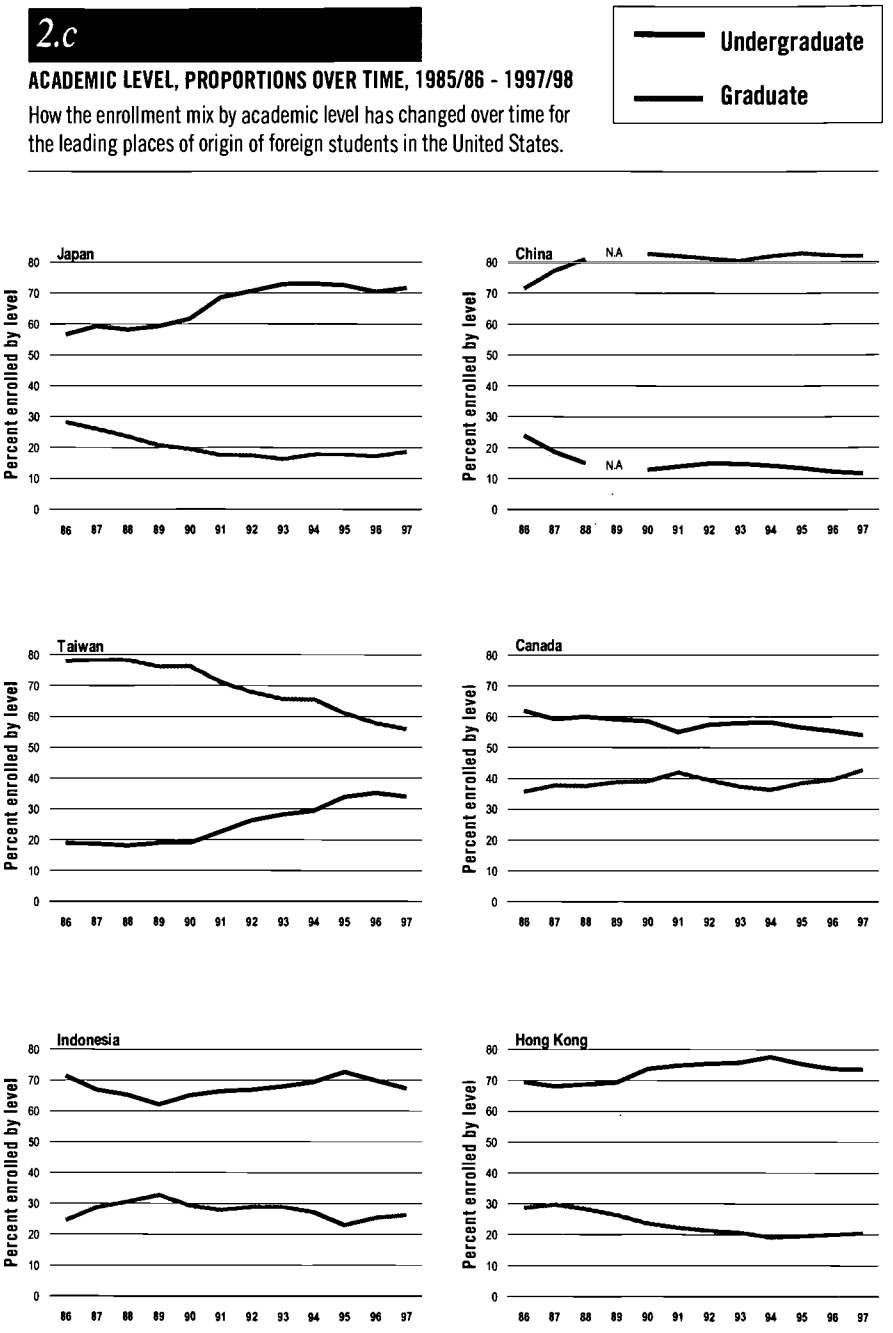
Over one-half of the Canadians who come to the United States are enrolled as undergraduate students, with somewhat more than one-third coming as graduate students. Students from Australia, New Zealand and the Pacific Islands are more often undergraduates (58%) than graduate students (36.7%).

Australians, the most numerous group of Oceanians, are mostly undergraduates (53.4%).

2.c

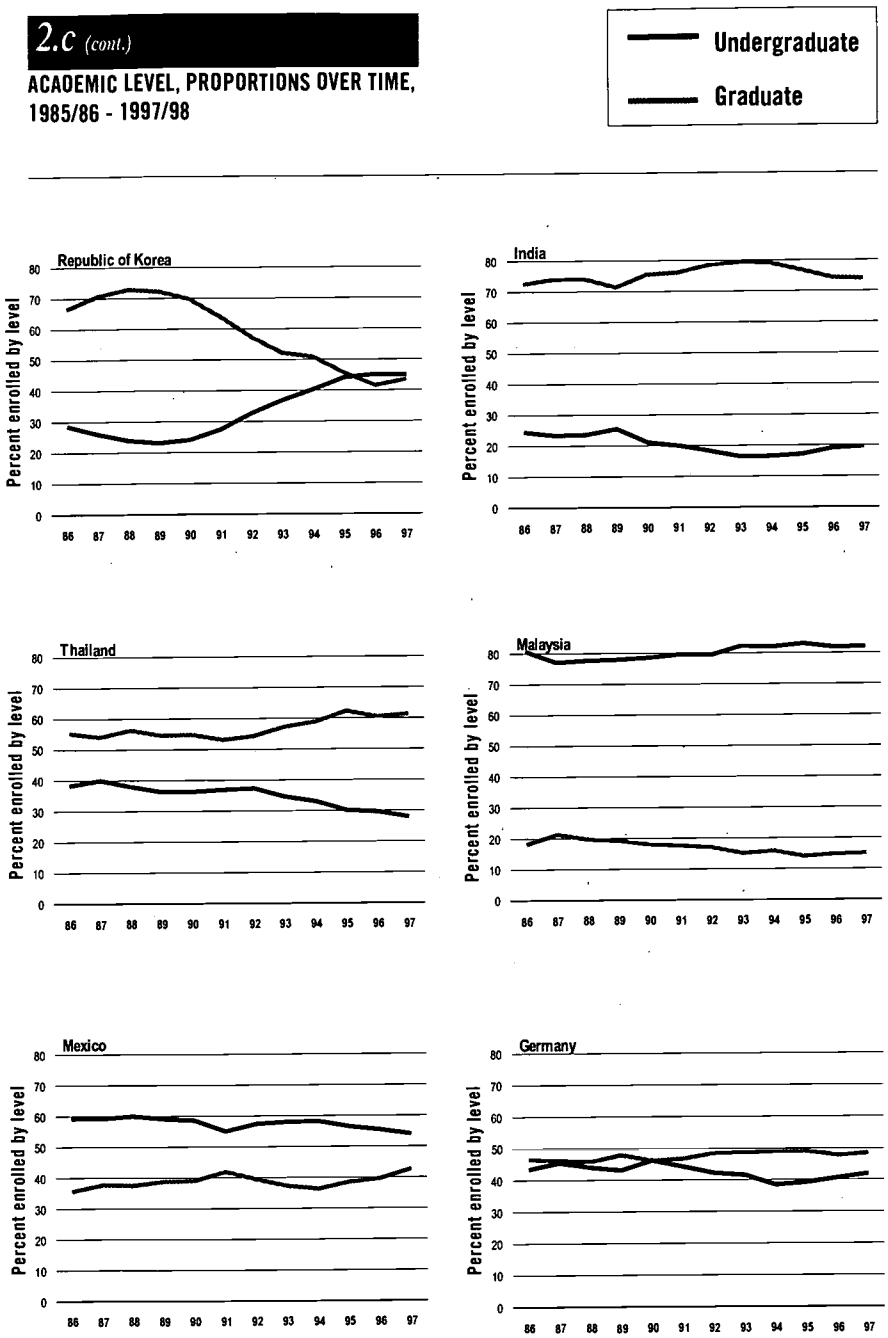
ACADEMIC LEVEL, PROPORTIONS OVER TIME, 1985/86 - 1997/98

How the enrollment mix by academic level has changed over time for the leading places of origin of foreign students in the United States.



2.c *(cont.)*

ACADEMIC LEVEL, PROPORTIONS OVER TIME, 1985/86 - 1997/98



Enrollment Shifts Over Time

After a ten-year decline in the relative proportion of graduate students from many of the leading home places for foreign students bound for the United States, numbers of graduate students saw a modest increase in 1996. Again this year graduate enrollments from many of the leading places of origin either remain stable or show an increase. The enrollment proportions shown here (Figure 2.c) are for the 12 leading places of origin for foreign students in the United States. Three major Asian senders (Korea, Thailand and Taiwan) have changed their enrollment mix in significant ways. Korean and Taiwanese graduate enrollments have fallen while enrollment percentages from Thailand have increased at the graduate level. Other places of origin have maintained roughly stable proportions of students by academic level. Japan, Malaysia, Indonesia and Hong Kong continue to enroll a greater proportion of undergraduate students than graduate students in the United States. The reverse holds for students from China and India. Canada and Mexico have more undergraduates studying in the U.S. than graduate students although the proportions have narrowed in recent years. German enrollments are nearly evenly divided between graduate students and undergraduates.

Sidebar

Strategic Recruiting of Foreign Graduate Students

Barbara A. Waters

Fairfield University, CT

A university, like all organizations today, wants to be as cost-effective as possible in its operation, particularly because budgets are becoming tighter and enrollments gradually decreasing. The more progressive or proactive universities have assessed their situation and have opted to increase foreign graduate student enrollment. This is because foreign graduate students might well be a major component of a department's future survival or an institution's financial solvency. While administrators seek to increase foreign graduate student presence on U.S. campuses, few know why students choose one institution over another. Administrators who are privy to the choice process used by foreign graduate students will be better prepared to recruit more effectively from the pool of graduate students whose interests and abilities best match the strengths of their institutions.

For my dissertation, "Factors Influencing Foreign Students' Choice of Graduate Schools," I deliberately selected two comparable universities in mid-America which could provide a representative sample of foreign graduate students in a spectrum of preferred academic disciplines. The survey was conducted during the first two weeks of the fall semester among foreign graduate students who had just matriculated at both Indiana University, Bloomington and the University of Illinois, Urbana-Champaign. The questionnaire consisted of 36 variables, which were divided into three a priori categories: personal influences, institutional influences and marketing strategies.

Questionnaire Variables

Under personal influences, students chose from: embassy/consulate, alumni, friends in home country, parents/relatives, employer, private agency, former teacher/faculty, sponsor limited my choices, sponsor selected university, Ministry of Education, many students from my country study here, friends/relatives live in United States near here, friends/relatives attend this university now, and friends/relatives study at a nearby university.

The choices for institutional influences were: university reputation, department reputation, faculty member reputation, research opportunities, location (setting, climate), admission standards, size of university, cost to attend, housing availability, departmental course offerings, assistantship available, and scholarship available.

Strategic Recruiting of Foreign Graduate Students

The choices for marketing strategies were: a faculty member came to my country (e.g., to teach or conduct workshop), saw a university catalog or brochure, read some literature about this university, read about it in a book comparing many U.S. universities (e.g., Peterson's Guide), saw a list ranking universities, this university mailed I-20 or IAP-66 early, department offered me an assistantship/scholarship, amount of funding offered, written correspondence with the university, and telephone contact with the university.

After the variables were analyzed, 10 significant factors emerged. The eight nonfinancial factors were: reputation, personal affiliations in the United States, public relations initiatives, personal affiliations in home country, institutional characteristics, correspondence, sponsor and agency. The two financial factors were: cost/financial aid and financial incentives.

Viewing the factors along the nonfinancial and financial divide, I found that a strong influence on students' choice of graduate school among nonfinancial factors were: reputation, personal affiliations in the United States and public relations initiatives. Among the financial factors, cost/financial aid was the most influential.

I recommend some cost-effective options which address these factors. Following are some of the suggestions related to the significant nonfinancial factors.

1) Reputation of an institution, department or specific faculty member: Since foreign graduate students seek faculty members with expertise and reputation in specific fields, it is to a department's advantage to keep potential students informed of current faculty members and their specialties. At the same time, faculty members who conduct research (even at smaller institutions) will not only receive more publicity but be more likely to need assistance in their research. This can be translated into money to fund assistantships, which in turn will attract foreign graduate students. It is possible that a university might have an excellent reputation for an academic department not in the student's field. However, most often, such a reputation affects other departments positively within the institution. There is another possibility where a university provides either an educational or research oriented service, and this might influence potential students to choose that university over another.

.../cont.

2) Personal affiliations in the United States: All too often, university faculty and administrators tend to overlook the community that surrounds them. In fact, we seldom know who within the community might have friends or relatives in another country interested in graduate study. Therefore, it is in the university's best interest to project an accurate and welcoming profile of itself to the local community. Additionally, graduate schools should keep in contact with various local or regional groups that have an interest in people from a particular country. It might be that an organization has funds available to fully sponsor or serve as a source of seed money for a deserving graduate student.

3) Public relations initiatives: When a university has a strong department or reputation, this message must be conveyed to the audience, and all public relations materials need to reflect this. However, the information must be presented honestly, accurately and ethically so that the student can make a decision based on facts. Written materials should include specific information on the emphasis of a particular program, as well as identifying faculty research interests.

Selecting a U.S. graduate school is a complex process for a foreign student. My objective in the study was to investigate various aspects and identify specific factors that are of particular significance in the foreign students' decision-making process. Assuming future foreign graduate students will resemble those presently on U.S. campuses, in terms of personal characteristics and needs, then administrators who can maximize their institution's strengths in the above manner will certainly benefit by recruiting more foreign graduate students.

An institution's reputation is very important to potential foreign graduate students, but schools may not be doing enough to make potential applicants aware of this fact. Since foreign students are highly influenced by friends and relatives in the United States, it is extremely cost effective to network with community leaders as a complement to current foreign travel budgets. Despite the obvious cost of foreign travel and a small stipend offered to prospective students, the university will benefit not only from a greater percent of tuition income paid by the foreign student but also the added benefit of extending its international network, which in turn may attract future applicants.

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FOREIGN STUDENT TOTALS IN U.S. COUNTIES, REGIONS AND STATES

U.S. DISTRIBUTION

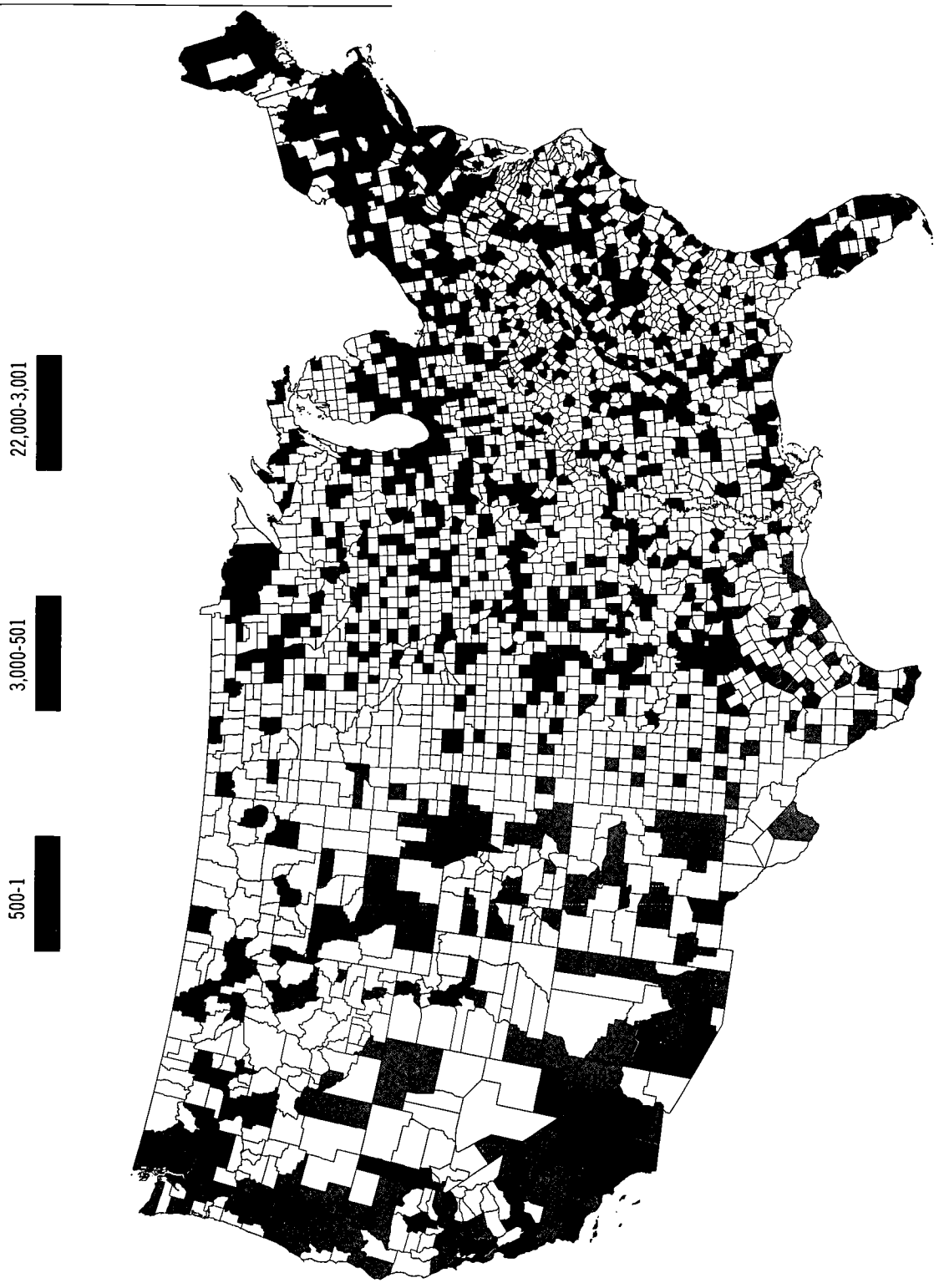
While international students are found in great numbers throughout the United States, they appear to cluster around major metropolitan areas. Indeed the degree to which international students are in fact concentrated in this country is quite remarkable. When one looks at foreign student enrollments by county, it becomes apparent that a small handful of major metropolitan areas attracts the bulk of international students. Over 22.8% of all international students are enrolled in universities and colleges located in just ten U.S. counties. Over half of all international students are enrolled in just 50 of the over 3,100 counties in the United States. These global centers of finance, information, technology, media, services, education and industry are crucial to the emerging global economy. The presence of international students in these cities reflects the importance of these metropoles for this country and suggests at least one of the means by which these cities will further extend their global reach.

Foreign students are part of the boundary-blurring that occurs in these metropolitan regions between cultures, ideologies and fields of inquiry. This year, New York City was the leading destination for international students studying in the United States. Within the five boroughs 29,855 international students were enrolled. Among counties within a 50-mile radius of midtown Manhattan almost 10% (45,367) of all international students were studying. By comparison, within 50 miles of downtown Los Angeles 25,605 students are enrolled. Enrollments within 50 miles of downtown Boston are 26,998.

3.a

DISTRIBUTION OF INTERNATIONAL STUDENTS BY COUNTY, 1997/98

Large concentrations of students tend to be found in a relativley few metropolitan areas.



3.0

STUDENT ENROLLMENTS IN THE LEADING 100 U.S. COUNTIES, 1997/98

Just under a quarter of all international students are concentrated in just 10 counties.

Rank	County	State	Number of International Students
1	New York	New York	21,948
2	Los Angeles	California	21,167
3	Suffolk	Massachusetts	11,264
4	Cook	Illinois	10,852
5	District of Columbia	District of Columbia	9,180
6	Middlesex	Massachusetts	8,732
7	San Francisco	California	7,069
8	Santa Clara	California	6,781
9	Dade	Florida	6,575
10	Maricopa	Arizona	6,467
	Total of top 10		**110,035**
11	Philadelphia	Pennsylvania	6,177
12	Harris	Texas	6,048
13	San Diego	California	5,706
14	King	Washington	5,703
15	Honolulu	Hawaii	5,195
16	Franklin	Ohio	4,775
17	Washtenaw	Michigan	4,706
18	Orange	California	4,438
19	Travis	Texas	4,303
20	Allegheny	Pennsylvania	4,035
21	Fairfax	Virginia	4,031
22	Dane	Wisconsin	3,980
23	Alameda	California	3,608
24	Queens	New York	3,539
25	Prince George's	Maryland	3,535
26	Champaign	Illinois	3,507
27	Dallas	Texas	3,333
28	Tippecanoe	Indiana	3,273
29	Hennepin	Minnesota	3,116
30	Ingham	Michigan	3,110
31	Erie	New York	3,071
32	Wayne	Michigan	3,002
33	Oklahoma	Oklahoma	2,990
34	Essex	New Jersey	2,911
35	Nassau	New York	2,862
36	Cuyahoga	Ohio	2,841
37	Tompkins	New York	2,801
38	Middlesex	New Jersey	2,770
39	Kings	New York	2,714
40	Utah	Utah	2,707

The states enrolling the most international students are California (65,292), New York (51,264), Texas (29,542), Massachusetts (27,121), Florida (21,096) and Illinois (20,703). New York and California have consistently hosted the largest numbers of foreign students. California has had the highest enrollments since the late 1950s. Massachusetts, third in international enrollments in the mid-1950s, lost ground in the 1960s when more foreign students headed for Michigan and Illinois.

Perhaps the most dramatic shift came in the late 1960s, when Florida became the fourth most populous state in terms of foreign students; in 1965 it was not even among the top ten. While newly arrived refugees from Cuba (with immigrants first added to the Census in 1967 and removed in 1991) fueled this initial jump, subsequent growth in Florida's international student population was sustained by enrollments from around the world and especially from the Caribbean and South America. Texas, eighth in 1969/70, leaped to third place a short five years later and drew even more students than New York by the late 1970s, falling again to third place in the following years.

3.0 *(cont.)*

STUDENT ENROLLMENTS IN THE LEADING 100 U.S. COUNTIES, 1997/98

Just under a quarter of all international students are concentrated in just 10 counties.

Rank	County	State	Number of International Students
41	Brazos	Texas	2,684
42	Fulton	Georgia	2,668
43	Monroe	Indiana	2,644
44	Centre	Pennsylvania	2,592
45	Providence	Rhode Island	2,557
46	Alachua	Florida	2,529
47	Story	Iowa	2,452
48	St. Louis	Missouri	2,428
49	Norfolk	Massachusetts	2,405
50	Monroe	New York	2,359
	Total of top 50		**250,140**
51	Orleans	Louisiana	2,350
52	Lane	Oregon	2,314
53	Salt Lake	Utah	2,308
54	Denton	Texas	2,255
55	Hampshire	Massachusetts	2,214
56	Denver	Colorado	2,209
57	Pima	Arizona	2,174
58	Kalamazoo	Michigan	2,165
59	New Haven	Connecticut	2,109
60	Payne	Oklahoma	2,049
61	Tarrant	Texas	1,997
62	East Baton Rouge	Louisiana	1,991
63	Onondaga	New York	1,917
64	Baltimore City	Maryland	1,856
65	Jackson	Illinois	1,840
66	Palm Beach	Florida	1,789
67	Hamilton	Ohio	1,761
68	Douglas	Kansas	1,743
69	Hillsborough	Florida	1,719
70	Multnomah	Oregon	1,706
71	Milwaukee	Wisconsin	1,614
72	Johnson	Iowa	1,612
73	Cleveland	Oklahoma	1,604
74	Suffolk	New York	1,603
75	El Paso	Texas	1,595
76	Lucas	Ohio	1,580
77	Fairfield	Connecticut	1,563
78	Fayette	Kentucky	1,555
79	Orange	Florida	1,554
80	Boone	Missouri	1,543
81	Montgomery	Virginia	1,499
82	Wake	North Carolina	1,492
83	Lancaster	Nebraska	1,490
84	Montgomery	Maryland	1,483
85	New Castle	Delaware	1,430
86	Davidson	Tennessee	1,411
87	Leon	Florida	1,340
88	Santa Barbara	California	1,325
89	Yolo	California	1,315
90	Richland	South Carolina	1,295
91	Athens	Ohio	1,290
92	Bergen	New Jersey	1,278
93	Broward	Florida	1,259
94	DeKalb	Georgia	1,235
95	Tolland	Connecticut	1,234
96	Whitman	Washington	1,232
97	Mercer	New Jersey	1,228
98	Clark	Nevada	1,185
99	Worcester	Massachusetts	1,184
100	Douglas	Nebraska	1,179

3.1

FOREIGN STUDENTS IN U.S. REGIONS & STATES, SELECTED YEARS
1959/60-1997/98

State/Region	1959/60	1969/70	1979/80	1989/90	1996/97	1997/98	% Change from 1996/97
Alaska	0	73	185	364	519	491	-5.4
California	6,457	22,170	47,621	54,178	57,017	65,292	14.5
Hawaii	151	1,927	2,653	4,190	5,490	5,556	1.2
Oregon	638	2,312	4,853	6,403	6,824	6,189	-9.3
Washington	1,031	3,238	6,717	6,858	10,959	11,195	2.2
Pacific Totals	**8,277**	**29,720**	**62,029**	**71,993**	**80,809**	**88,723**	**9.8**
Colorado	672	1,460	4,184	4,681	6,216	6,229	0.2
Idaho	160	500	989	1,150	1,405	1,178	-16.2
Montana	162	324	401	770	1,027	937	-8.8
Nevada	12	109	521	783	2,081	2,162	3.9
Utah	741	1,915	3,493	4,862	6,056	6,554	8.2
Wyoming	63	282	435	527	451	457	1.3
Mountain Totals	**1,810**	**4,590**	**10,023**	**12,773**	**17,236**	**17,517**	**1.6**
Illinois	2,890	7,795	12,218	16,816	19,629	20,703	5.5
Indiana	1,819	3,230	5,499	7,575	9,269	10,201	10.1
Iowa	776	1,285	4,010	6,735	7,378	7,505	1.7
Kansas	800	2,005	4,479	6,009	6,594	6,477	-1.8
Michigan	3,259	6,774	10,559	13,555	17,319	17,878	3.2
Minnesota	1,473	2,577	4,142	5,446	6,937	7,058	1.7
Missouri	996	2,896	4,712	6,620	8,825	9,048	2.5
Nebraska	358	601	1,517	1,918	3,019	3,533	17.0
North Dakota	211	616	512	1,341	1,503	1,476	-1.8
Ohio	1,550	4,121	8,672	13,856	16,763	17,522	4.5
South Dakota	113	262	486	758	919	828	-9.9
Wisconsin	1,199	3,450	4,088	6,438	7,443	7,475	0.4
Midwest Totals	**15,444**	**35,612**	**60,894**	**87,067**	**105,598**	**109,704**	**3.9**
Alabama	311	551	3,220	4,513	4,868	4,991	2.5
Arkansas	107	235	1,328	1,710	2,686	2,702	0.6
Delaware	38	311	447	1,003	1,490	1,676	12.5
District of Columbia	2,020	3,949	8,499	9,487	8,583	8,689	1.2
Florida	730	6,939	11,919	20,364	20,307	21,096	3.9
Georgia	416	1,258	4,472	5,980	8,536	7,655	-10.3
Kentucky	293	734	2,208	2,543	3,707	4,036	8.9
Louisiana	815	1,720	5,546	5,535	5,842	5,978	2.3
Maryland	542	1,670	4,266	6,952	9,234	9,912	7.3
Mississippi	130	387	1,704	1,941	2,071	2,153	4.0
North Carolina	628	1,594	3,709	5,764	5,830	6,279	7.7
South Carolina	185	368	1,484	2,381	2,954	3,238	9.6
Tennessee	450	1,295	4,499	4,247	4,940	5,207	5.4
Virginia	275	662	3,374	6,970	9,508	10,296	8.3
West Virginia	118	226	1,453	1,417	1,943	2,059	6.0
South Totals	**7,058**	**21,899**	**58,128**	**80,807**	**92,499**	**95,967**	**3.7**

3.1 (cont.)

FOREIGN STUDENTS IN U.S. REGIONS & STATES, SELECTED YEARS
1959/60-1997/98

State/Region	1959/60	1969/70	1979/80	1989/90	1996/97	1997/98	% Change from 1996/97
Arizona	310	1,134	3,798	6,763	9,229	9,150	-0.9
New Mexico	515	481	1,240	1,399	1,612	1,533	-4.9
Oklahoma	717	1,554	8,464	5,989	8,700	8,292	-4.7
Texas	1,574	4,902	24,416	24,170	28,686	29,542	3.0
Southwest Totals	**3,116**	**8,071**	**37,918**	**38,321**	**48,227**	**48,517**	**0.6**
Connecticut	573	1,314	2,847	4,636	6,444	6,354	-1.4
Maine	84	262	307	902	1,219	1,023	-16.1
Massachusetts	3,136	6,352	12,607	20,840	26,568	27,121	2.1
New Hampshire	102	356	501	1,262	1,869	1,854	-0.8
New Jersey	583	1,738	4,767	9,608	8,499	10,264	20.8
New York	6,069	17,701	23,509	38,350	46,076	51,264	11.3
Pennsylvania	1,734	5,248	8,919	15,803	18,110	18,094	-0.1
Rhode Island	191	635	949	1,858	3,128	3,174	1.5
Vermont	136	222	702	1,206	647	865	33.7
Northeast Totals	**12,608**	**33,828**	**55,108**	**94,465**	**112,560**	**120,013**	**6.6**
Guam	—	113	589	473	346	126	-63.6
Puerto Rico	156	1,049	628	633	577	606	5.0
Virgin Islands	—	104	130	319	132	107	-18.9
Other Totals	**156**	**1,266**	**1,347**	**1,425**	**1,055**	**839**	**-20.5**
U.S. TOTAL	**48,486**	**134,959**	**286,343**	**386,851**	**457,984**	**481,280**	**5.1**

THE ECONOMICS OF EXCHANGE

4 THE PRIMARY SOURCES OF FUNDING AND ESTIMATED EXPENDITURES OF FOREIGN STUDENTS

Over two-thirds (68%) of all foreign students receive most of their funding for U.S. study from personal and family sources, and over three-quarters (76%) receive most of their funding from sources outside the United States.

The most significant source of funding from within the United States for foreign students, especially foreign graduate students, is the institution the student attends. Colleges and universities in the United States provide the bulk of funding for 18% of these students, more than twice the funding of all other U.S. sources combined. The U.S. government provides support directly for less than 1% of foreign students, but indirectly for many more through grants to U.S. campuses. The college or university provides primary funding for 36% of foreign graduate students, though much of that funding comes originally from the U.S. government, foundations or other sources.

Since 1979/80 the most important changes in funding sources for foreign students have been the increased support by U.S. universities and the drop in support by foreign governments. U.S. institutions now support 18% of foreign students, compared with 9.2% 18 years ago. While the percentage of support by foreign governments increased to 5.9% this year, it is still a significant decrease from 1979/80, when foreign governments (especially the oil-rich countries) were a primary funding source for 13% of foreign students.

When interpreting primary-source-of-funds data, it should be kept in mind that U.S. colleges and universities reporting this data to IIE are likely to be best informed about the contributions of their own funds, and thus the percentage receiving primary support from these institutions may be overstated. The proportion of students receiving major support directly from the U.S. government understates its overall contributions, since government funds are often channeled through a number of programs or awarded directly to a U.S. campus.

4.0

FOREIGN STUDENTS BY PRIMARY SOURCE OF FUNDS, 1996/97-1997/98

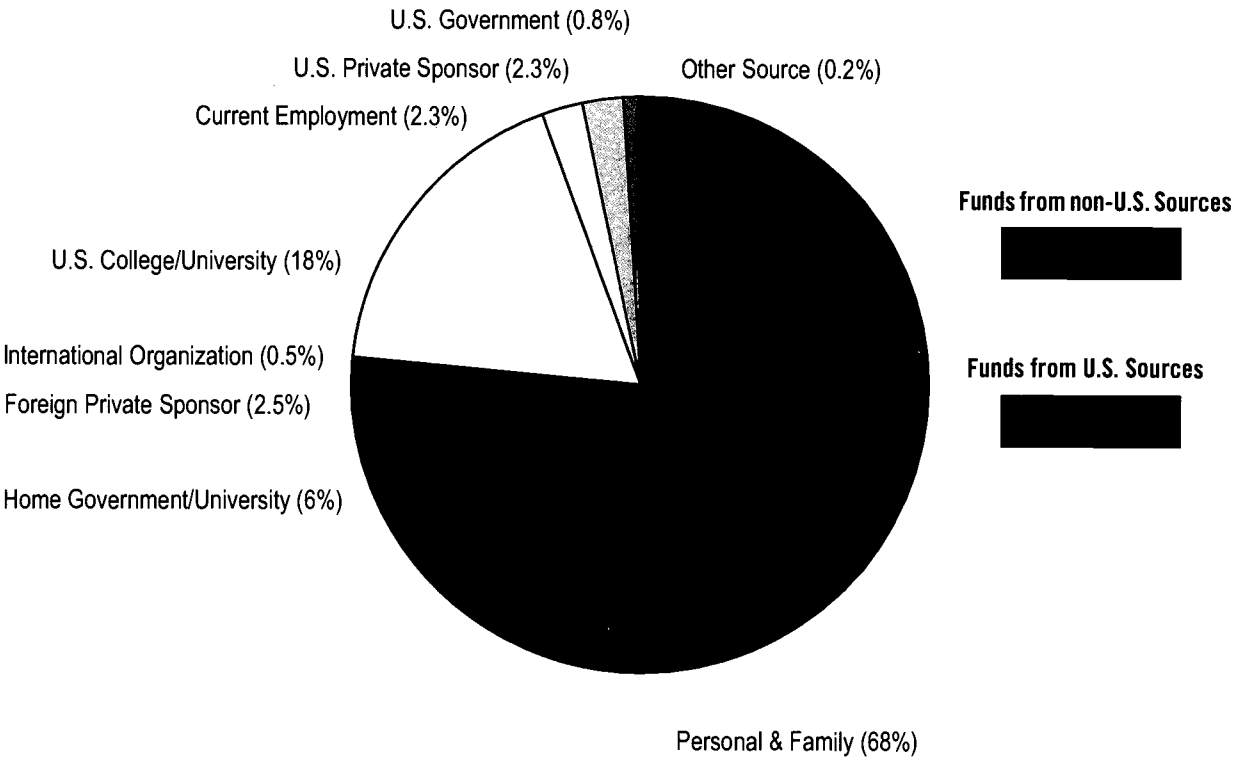
Primary Source of Funds	1996/97 Foreign Students	% of Total	1997/98 Foreign Students	% of Total	% Change
Personal & Family	307,948	67.2	326,548	67.9	6.0
U.S. College or University[1]	77,445	16.9	86,394	18.0	11.6
Home Govt/University	25,235	5.5	28,159	5.9	11.6
Foreign Private Sponsor	15,984	3.5	11,794	2.5	-26.2
Current Employment	10,442	2.3	10,934	2.3	4.7
U.S. Private Sponsor	8,931	2.0	10,930	2.3	22.4
U.S. Government[1]	4,122	0.9	3,631	0.8	-11.9
International Organization	2,473	0.5	2,168	0.5	-12.3
Other Sources	5,404	1.2	722	0.2	-86.6
Total	**457,984**	**100.0**	**481,280**	**100.0**	**5.1**

[1] U.S. government grants refer only to those awarded directly to the student; other U.S. government funds may be received indirectly through grants to U.S. universities.

4.a

FUNDING FOR INTERNATIONAL STUDENTS

About three-quarters of all international students in the United States receive their primary source of support from non-U.S. sources.



4.1

PRIMARY SOURCES OF FUNDING WITHIN ACADEMIC LEVEL, 1997/98

Over 80% of undergraduate students are self-financed, but at the graduate level fewer than half finance their own education.

Primary Source of Funds	Under-graduate	Graduate	Other
Personal & Family	81.4	48.9	69.7
U.S. College or University[1]	7.2	36.0	5.9
Home Govt/University	5.4	6.8	4.8
U.S. Government[1]	0.7	1.0	0.4
Private U.S. Sponsor	2.6	2.2	1.6
Foreign Private Sponsor	2.0	3.3	1.7
Current Employment	0.7	1.2	15.8
International Organization	0.2	0.8	0.4
Other Sources	0.2	0.1	0.6
Total	100.0	100.0	100.0

[1] U.S. Government grants refer only to those awarded directly to the student; other U.S. government funds may be received indirectly through grants to U.S. universities.

Primary Source of Funds by Academic Level

More than eight of every ten international undergraduates (81%) draw the bulk of their funding for study from personal and family resources. Less than 8% are funded by any other single source: the U.S. college or university they attend supports 7.2%, and 5.4% are financed by their home government or university. The U.S. government provides support directly for 0.7% of foreign undergraduates studying in this country.

Almost half of the foreign graduate students draw the major part of their funding for study in this country from personal and family sources (48.9%). This proportion is much lower than the proportion of undergraduates who rely primarily on personal and family funds (81.4%).

Undergraduate and graduate international students also differ in the shares receiving primary support from the schools they attend. While only 7.2% of undergraduates receive the bulk of their funding from U.S. colleges and universities, 36% of foreign graduate students receive their primary support from this source, largely in the form of teaching or research assistantships. The U.S. government provides the primary support directly for 1% of foreign graduate students studying in this country, and indirectly to many more through research grants to U.S. campuses.

Primary Source of Funds by Carnegie Classification

The pattern of support for foreign undergraduates appears generally similar across different types of institutions by Carnegie Classification. (See Section 5 for a description of the Carnegie Classification scheme.) The bulk of student support comes from personal and family sources in all types of institutions.

Despite this basic similarity there are several obvious differences between institutional types. Community college students receive the largest share of support across institutional types from personal sources (88.6%) as well as from U.S. private sponsors (4%). Liberal arts institutions provide the largest proportion of undergraduate student support from institutional sources (20.7%).

4.2

CHANGES OVER TIME IN PRIMARY FUNDING OF U.S. INTERNATIONAL STUDENTS, 1979/80 - 1997/98

Over the past 18 years the support offered by U.S. colleges and universities has grown while the contributions made by home governments has fallen.

Primary Source of Funds	1979/80 % of Total	1984/85 % of Total	1989/90 % of Total	1994/95 % of Total	1995/96 % of Total	1996/97 % of Total	1997/98 % of Total
Personal & Family	65.4	66.2	63.7	68.4	67.8	67.2	67.9
U.S. College or University	9.2	11.6	18.2	16.5	16.5	16.9	18.0
Home Govt/University	13.0	12.0	6.7	5.3	5.2	5.5	5.9
Foreign Private Sponsor	3.0	3.0	2.2	2.5	2.9	3.5	2.5
U.S. Private Sponsor	1.9	1.9	3.1	2.2	2.1	2.3	2.3
Current Employment	2.7	2.1	2.1	2.2	2.3	2.0	2.3
U.S. Government	2.0	2.1	2.2	1.2	1.0	0.9	0.8
International Organization	NA	NA	0.6	0.5	0.6	0.5	0.5
Other Sources	2.8	1.1	1.2	1.3	1.4	1.2	0.2
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

4.3

FUNDING BY CARNEGIE CLASSIFICATION, 1997/98

Foreign students in community colleges report the highest percent of self-financing while graduate students enrolled in universities report the lowest percent of self-support.

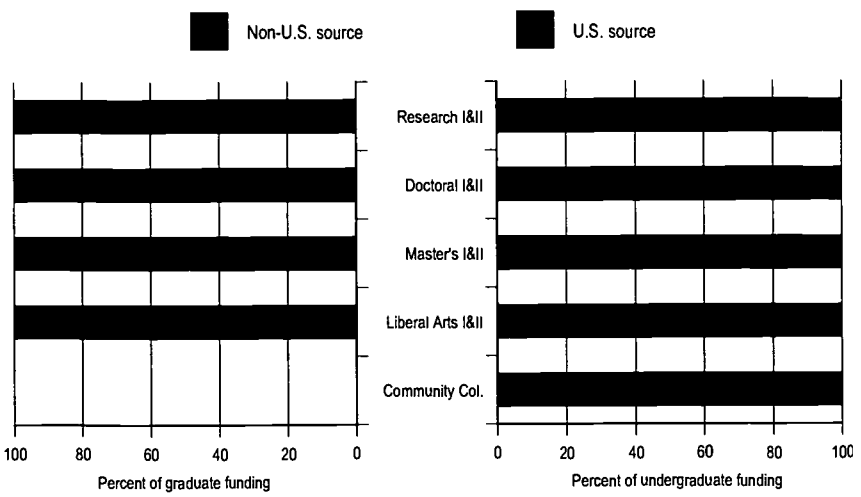
Undergraduate Source	Research I& II	Doctoral I& II	Master's I& II	Liberal Arts I& II	Community College
Personal & Family	80.3	73.4	79.8	72.0	88.6
U.S. College or University	7.3	8.4	7.3	20.7	1.1
Home Govt/University	7.9	11.7	5.5	2.9	2.5
U.S. Government	0.5	0.4	0.5	0.2	0.9
Private U.S. Sponsor	1.4	1.7	2.0	2.8	4.0
Foreign Private Sponsor	1.6	3.3	3.1	1.0	1.6
Current Employment	0.7	0.5	1.1	0.1	0.9
International Organization	0.3	0.1	0.2	0.2	0.2
Other Sources	0.1	0.4	0.4	0.1	0.2

Graduate Source	Research I& II	Doctoral I& II	Master's I& II	Liberal Arts I& II
Personal & Family	37.7	54.0	78.0	71.1
U.S. College or University	45.3	34.6	11.9	18.6
Home Govt/University	8.5	5.0	2.5	3.5
U.S. Government	1.4	0.6	0.3	1.0
Private U.S. Sponsor	1.0	2.5	2.6	3.3
Foreign Private Sponsor	3.9	1.9	2.4	0.2
Current Employment	1.2	0.8	1.5	0.3
International Organization	0.9	0.5	0.5	1.2
Other Sources	0.1	0.0	0.2	0.8

4.b

FUNDING BY CARNEGIE CLASSIFICATION, 1997/98

Across Carnegie types, the percentage of graduate students receiving their primary support from non-U.S. sources is considerably lower than that of undergraduates.



At the graduate level, students attending research and doctoral institutions receive a greater proportion of support from home governments, 8.5% and 5% respectively, than students in other types of institutions.

At the graduate level there are important differences between the institutional types in the sources of financial support for foreign students. This year, foreign students at research institutions received more primary support from their university (45.3%) than from personal or family sources (37.7%). Just over half of foreign graduate students attending research institutions receive their primary source of support from non-U.S. institutions. Students at master's institutions, in general, provide their own support from personal sources (78%) while 11.9% receive primary support from their institution.

Generally, across Carnegie types, at least 75% of foreign undergraduates (and typically more) receive their primary source of support from non-U.S. sources. At the graduate level, the level of non-U.S. support is considerably lower. While undergraduate funding patterns are relatively similar, considerable variation in the sources of primary support exists at the graduate level by institutional type.

Thinking About Economic Impact

Unlike casual tourists, foreign students make educational service purchases (tuition and fees) as well as incurring cost-of-living expenses (room and board) over a year's time. These purchases are seen by many state governments as important service sector "exports" with significant long- and short-term implications for state and regional economies. It is well to keep in mind that these estimates are built upon assumptions and data samples with distinct limitations. First, it is very difficult for either campus officials or individual students to untangle the complex mix of financial sources that are used to underwrite a college education. Typically a broad mix of sources, including personal, grant-based and—for public institutions—state subsidies, are tapped. Most financial data is not shared widely across a campus and, for privacy reasons, is not shared when individuals might be identified.

Second, the *Open Doors* survey was designed to provide nationally aggregated estimates. There is considerable variation in support by nationality, field of study, academic level and institutional type. David North, in his book *Soothing the Establishment*, accurately describes the intricacies of funding foreign graduate students in the science and engineering disciplines. Using National Research Council data, he describes how "...a large majority of

4.4

ESTIMATED EXPENSES BY STATE FOR UNDERGRADUATE AND GRADUATE FOREIGN STUDENTS, 1997/98 *

State	Est. Foreign Undergraduates	Est. Foreign Graduate Students	Est. Undergraduate Expenses	Est. Graduate Expenses	Est. Total Expenses
Alabama	3,083	1,908	$30,324,388	$17,897,040	$48,221,428
Alaska	354	137	$4,075,248	$2,018,147	$6,093,395
Arizona	4,848	4,302	$51,369,408	$50,729,184	$102,098,592
Arkansas	2,113	589	$23,612,775	$7,658,178	$31,270,953
California	42,627	22,665	$556,197,096	$450,398,880	$1,006,595,976
Colorado	3,707	2,522	$54,103,665	$41,148,952	$95,252,617
Connecticut	2,957	3,397	$60,059,627	$75,301,299	$135,360,926
Delaware	951	725	$14,662,518	$9,517,075	$24,179,593
D.C.	3,996	4,693	$92,827,080	$82,723,511	$175,550,591
Florida	15,823	5,273	$206,442,681	$84,209,810	$290,652,491
Georgia	4,112	3,543	$55,491,440	$62,707,557	$118,198,997
Hawaii	4,162	1,394	$54,622,088	$20,951,820	$75,573,908
Idaho	911	267	$10,728,847	$4,037,307	$14,766,154
Illinois	9,575	11,128	$147,933,750	$217,029,384	$364,963,134
Indiana	5,294	4,907	$85,556,334	$81,063,640	$166,619,974
Iowa	4,042	3,463	$52,343,900	$55,553,446	$107,897,346
Kansas	3,982	2,495	$51,957,136	$34,203,955	$86,161,091
Kentucky	2,475	1,561	$30,714,750	$18,379,214	$49,093,964
Louisiana	2,694	3,284	$32,441,148	$52,698,348	$85,139,496
Maine	804	219	$13,178,364	$3,460,200	$16,638,564
Maryland	5,031	4,881	$61,569,378	$68,690,313	$130,259,691
Massachusetts	14,841	12,280	$363,752,910	$254,588,960	$618,341,870
Michigan	8,927	8,951	$130,128,879	$158,414,798	$288,543,677
Minnesota	4,081	2,977	$59,966,214	$49,269,350	$109,235,564

* Data on student expenses collected by College Board. See Methodology Section for details.

4.4 *(cont.)*

ESTIMATED EXPENSES BY STATE FOR UNDERGRADUATE AND GRADUATE FOREIGN STUDENTS, 1997/98 *

State	Est. Foreign Undergraduates	Est. Foreign Graduate Students	Est. Undergraduate Expenses	Est. Graduate Expenses	Est. Total Expenses
Mississippi	1,074	1,079	$11,626,050	$10,246,184	$21,872,234
Missouri	5,091	3,957	$93,526,761	$73,346,952	$166,873,713
Montana	736	201	$10,490,208	$2,272,506	$12,762,714
Nebraska	2,256	1,277	$28,653,456	$14,999,642	$43,653,098
Nevada	1,798	364	$21,570,606	$5,223,036	$26,793,642
New Hampshire	1,012	842	$23,039,192	$19,234,648	$42,273,840
New Jersey	5,786	4,478	$75,987,538	$35,403,068	$111,390,606
New Mexico	648	885	$7,405,344	$12,365,220	$19,770,564
New York	26,038	25,226	$423,508,070	$433,609,714	$857,117,784
North Carolina	3,428	2,851	$50,035,088	$47,925,310	$97,960,398
North Dakota	1,021	455	$10,713,353	$4,813,445	$15,526,798
Ohio	7,474	10,048	$116,340,284	$157,904,320	$274,244,604
Oklahoma	5,100	3,192	$59,287,500	$40,682,040	$99,969,540
Oregon	4,301	1,888	$67,426,777	$27,691,296	$95,118,073
Pennsylvania	8,507	9,587	$175,601,494	$218,890,384	$394,491,878
Rhode Island	1,926	1,248	$47,113,812	$21,223,488	$68,337,300
South Carolina	1,458	1,780	$17,176,698	$24,291,660	$41,468,358
South Dakota	479	349	$5,896,969	$3,613,546	$9,510,515
Tennessee	3,317	1,890	$49,449,836	$29,820,420	$79,270,256
Texas	15,631	13,911	$176,599,038	$161,228,490	$337,827,528
Utah	4,712	1,842	$55,879,608	$28,637,574	$84,517,182
Vermont	657	208	$11,540,205	$2,725,008	$14,265,213
Virginia	5,339	4,957	$84,292,132	$64,550,054	$148,842,186
Washington	8,697	2,498	$96,475,821	$46,462,800	$142,938,621
West Virginia	1,327	732	$13,450,472	$10,105,260	$23,555,732
Wisconsin	4,237	3,238	$71,134,993	$62,933,768	$134,068,761
Wyoming	270	187	$2,977,560	$2,675,970	$5,653,530
Total			**$4,051,258,489**	**$3,465,526,171**	**$7,516,784,660**

* Data on student expenses collected by College Board. See Methodology Section for details.

all Ph.D. candidates in engineering are funded by U.S. sources, but the majority is largest among those graduate students holding temporary visas."(p.83) It is for this reason that for the past four years *Open Doors* has presented financial support data by academic level and institutional type (see Table 4.3). Over 21% of foreign students enrolled at research institutions are majoring in engineering. Without question, for particular subgroups the nationally aggregated estimates will almost assuredly be inaccurate. For these more discrete analyses, the collection of individual student data is a sounder approach.

Third, and finally, financial data simply is difficult data to obtain from either campus officials or probably from individual foreign students. As *Open Doors* has repeatedly reported over the years, the response rate to financial items has been consistently below 45%. We take this as a reflection of the limitations of data sharing among campus officials as well as possible problems in data definition. While we advocate caution in the interpretation of these data, we believe that they are suggestive of the kinds of financial contributions that foreign students in general make to state economies.

Estimating Economic Impact: 1997/98

Presented here are estimated tuition and cost-of-living expenses for international students. These estimates are based on cost data provided to the College Board by individual institutions, and collected as part of the College Board's Annual Survey of Colleges for the year 1996/97. The data is based on information supplied by the colleges themselves in response to this voluntary survey. The College Board's Annual Survey of Colleges is sent to public and private institutions that are nationally accredited and confer at least one bachelor's or associate degree. Of these 3,263 institutions, 2,674 provided full data, which was then inspected by data editors. Discrepancies were noted and the institutions re-questioned. The College Board intensively queried the estimated expense data. Every cost figure was verified with an institutional representative. Cost data for foreign students included undergraduate tuition and fees, as well as maintenance expenses. Maintenance expenses included books and supplies, transportation and other expenses. For graduate students the master's tuition figure and maintenance expenses were utilized.

For a description of the procedures by which the College Board derived estimates for cost of living and tuition for foreign students, see the Methodology section. As costs differ significantly by academic level, separate estimates were made for undergraduate and graduate students. For the purposes of this analysis, students classified as "other" (intensive English, non-degree, practical training) were combined with students classified as undergraduates. Enrollment-weighted average (mean) tuition and maintenance expense estimates were calculated for each state based on individual institutional data for foreign student enrollment and cost. Estimates vary by state, based both on cost of living in each state and on the relative number of foreign students enrolled at either the more costly private four-year institutions or less costly public two- and four-year institutions.

This year *Open Doors* again makes use of the 1996/97 state-wide cost estimates for living expenses and tuition. We do so, as fresh data was unavailable from the College Board as *Open Doors* went to press. All cost estimates this year are likely to underestimate actual expenses by about 4%. Foreign student enrollment data by academic level was available for 407,707 of the total foreign student population of 481,280. The missing 73,573 students were proportionally distributed by state and academic level. Total tuition and expense estimates by state were calculated by multiplying the weighted tuition and expense estimates for each academic level by the estimated number of foreign graduate and undergraduate students enrolled in a particular state. The total combined foreign expenditures on tuition and cost-of-living exceeds $7.5 billion.

INSTITUTIONS

FOREIGN STUDENT TOTALS BY CARNEGIE CLASSIFICATION

When examined by Carnegie Classification, most international students are enrolled in Research I, Master's I and Community Colleges. In fact the 315,692 students enrolled in these institutional types constitute 65% of all U.S. international enrollments. While the relatively small number of Research I institutions host the largest single share of international students studying in the United States, the United States has a major resource in the number and types of post-secondary institutions. These institutions serve a variety of educational needs of students seeking an international education. International students are a presence at institutions in each Carnegie category, with community colleges representing the sector with the largest increases in international enrollments over the past five years. The international presence varies widely from institution to institution. When considering foreign enrollments in U.S. institutions, it is important to keep in mind that meaningful comparisons are possible only for institutions with similar missions.

What is the Carnegie Classification System?

THE Carnegie Classification of Higher Education groups U.S. colleges and universities according to their educational missions. This classification was developed by Clark Kerr in 1970, primarily to improve the precision of the Carnegie Commissions research. Over the years the system has gained credibility and has served as a helpful guide for scholars and researchers.

The Carnegie Classification is not intended to establish a hierarchy among higher learning institutions. Rather, the aim is to cluster institutions with similar programs and purposes. We have in this country a rich array of institutions serving a variety of needs, and there are institutions of distinction in every category of the Carnegie Classification. The Carnegie Classification utilizes survey data from the U.S. Department of Education Integrated Post-secondary Education Data System (IPEDS), the National Science Foundation, the College Board and the 1994 *Higher Education Directory,* published by Higher Education Publications, Inc. (HEP).

Definitions of Types of Institutions:

Research Universities I: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate and give high priority to research. They award 50 or more doctoral degrees each year. In addition they receive at least $40 million annually in federal support.

Research Universities II: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate and give high priority to research. They award 50 or more doctoral degrees each year. In addition they receive between $15.5 million and $40 million annually in federal support.

Doctoral Universities I: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the doctorate. They award at least 40 doctoral degrees annually in five or more disciplines.

Doctoral Universities II: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the doctorate. They award annually at least 10 doctoral degrees in three or more disciplines, or 20 or more doctoral degrees in one or more disciplines.

Master's Universities and Colleges I: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually in three or more disciplines.

Master's Universities and Colleges II: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 20 or more master's degrees annually in one or more disciplines.

Baccalaureate Colleges I: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award 40% or more of their baccalaureate degrees in liberal arts fields and are restrictive in admissions.

Baccalaureate Colleges II: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award less than 40% of their baccalaureate degrees in liberal arts fields and are less restrictive in admissions.

Associate of Arts Colleges: These institutions offer associate of arts certificate or degree programs and, with few exceptions, offer no baccalaureate degrees.

Professional and Specialized Institutions: These institutions offer degrees ranging from the bachelor's to the doctorate. At least 50% of the degrees awarded by these institutions are in a single discipline. Specialized institutions include: theological seminaries; medical schools and other health-related schools; schools of engineering, business, art or law; teachers' colleges and tribal colleges.

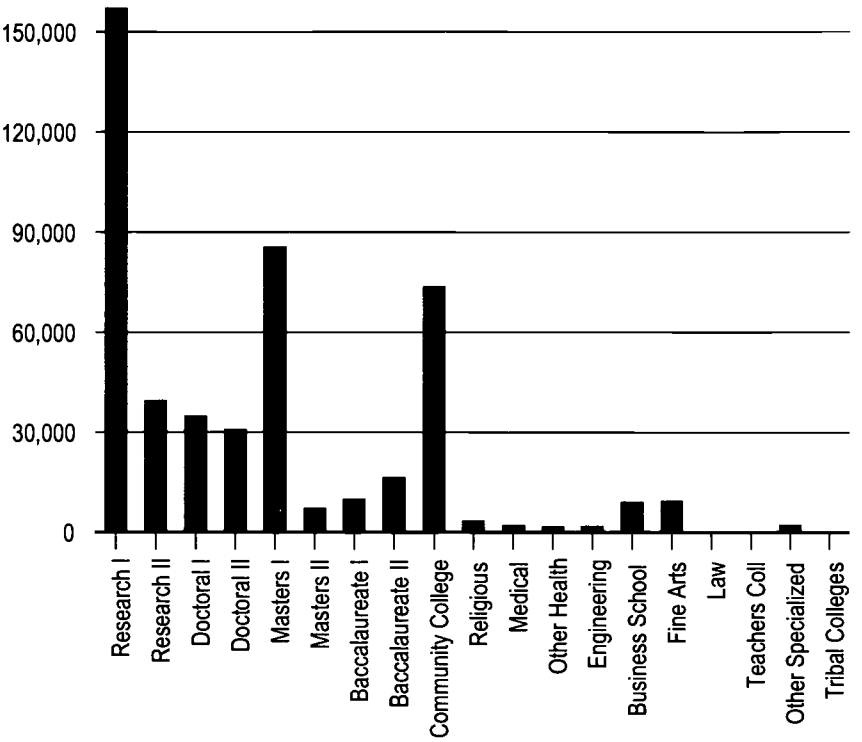
Source: The Carnegie Foundation for the Advancement of Teaching

Research I institutions together host the largest number (156,872) of international students. These institutions host just under a third of all international students. Master's I institutions host a total of 85,377 students, while the Community Colleges host 73,443 students.

Our diversified system of public, private, religious and specialized institutions offers a varied set of educational and cultural opportunities. The very diversity of our institutions, from research universities to local community colleges, offers many points of access to U.S. higher education for international students. Policy discussions are confused by the very diversity of U.S. higher education. Institutions differ considerably in size, location, governance and (especially) mission. Institutions with differing missions and sizes offer very different contexts and ought to be compared with like institutions. Academic policy makers and researchers find the Carnegie Classification system a useful tool in managing this variety, because it provides summary classifications of institutions by mission and, to a lesser extent, by size. Academic administrators who wish to consider institutional policies or organizational features benefit from comparisons with other similar institutions.

5.a

FOREIGN STUDENT TOTALS BY TYPE OF HOST INSTITUTION, 1997/98



5.0

CHANGES IN FOREIGN STUDENT ENROLLMENT BY CARNEGIE TYPE OVER TIME, 1993/94-1997/98

Community colleges have shown the strongest enrollment gains of all major institutional types. Within classifications the more selective institutions have shown the strongest gains.

Category	1993/94	1994/95	1995/96	1996/97	1997/98	% Change 1993-97
TOTAL CENSUS	**449,749**	**452,635**	**453,787**	**457,984**	**481,280**	**7.0**
Research I	152,561	152,655	152,359	152,677	156,872	2.8
Research II	39,607	39,950	39,652	38,896	39,295	-0.8
All Research	**192,168**	**192,605**	**192,011**	**191,573**	**196,167**	**2.1**
Doctoral I	31,836	31,599	32,464	32,835	34,573	8.6
Doctoral II	28,326	27,432	27,393	28,577	30,572	7.9
All Doctoral	**60,162**	**59,031**	**59,857**	**61,412**	**65,145**	**8.3**
Master's I	80,469	80,721	81,583	79,865	85,377	6.1
Master's II	6,923	6,667	7,058	6,575	6,928	0.1
All Master's	**87,392**	**87,388**	**88,641**	**86,440**	**92,305**	**5.6**
Baccalaureate I	8,954	8,722	9,198	8,871	9,709	8.4
Baccalaureate II	17,469	18,417	17,552	17,350	16,204	-7.2
All Baccalaureate	**26,423**	**27,139**	**26,750**	**26,221**	**25,913**	**-1.9**
All Associate Degree	**61,278**	**62,838**	**60,241**	**64,920**	**73,443**	**19.9**
Religious	3,342	3,034	2,992	2,741	3,185	-4.7
Medical	2,172	2,065	2,148	1,861	1,857	-14.5
Other Health	1,140	1,704	1,740	2,020	1,484	30.2
Engineering	1,824	1,759	1,624	1,576	1,577	-13.5
Business School	4,958	5,867	7,685	9,020	8,885	79.2
Fine Arts	7,055	7,598	8,264	8,193	9,154	29.8
Law	12	14	23	21	93	675.0
Teachers	77	42	78	76	113	46.8
Other Specialized	1,733	1,532	1,720	1,895	1,948	12.4
Tribal Colleges	14	17	13	15	11	-21.4
All Specialized	**22,327**	**23,632**	**26,287**	**27,418**	**28,307**	**26.8**

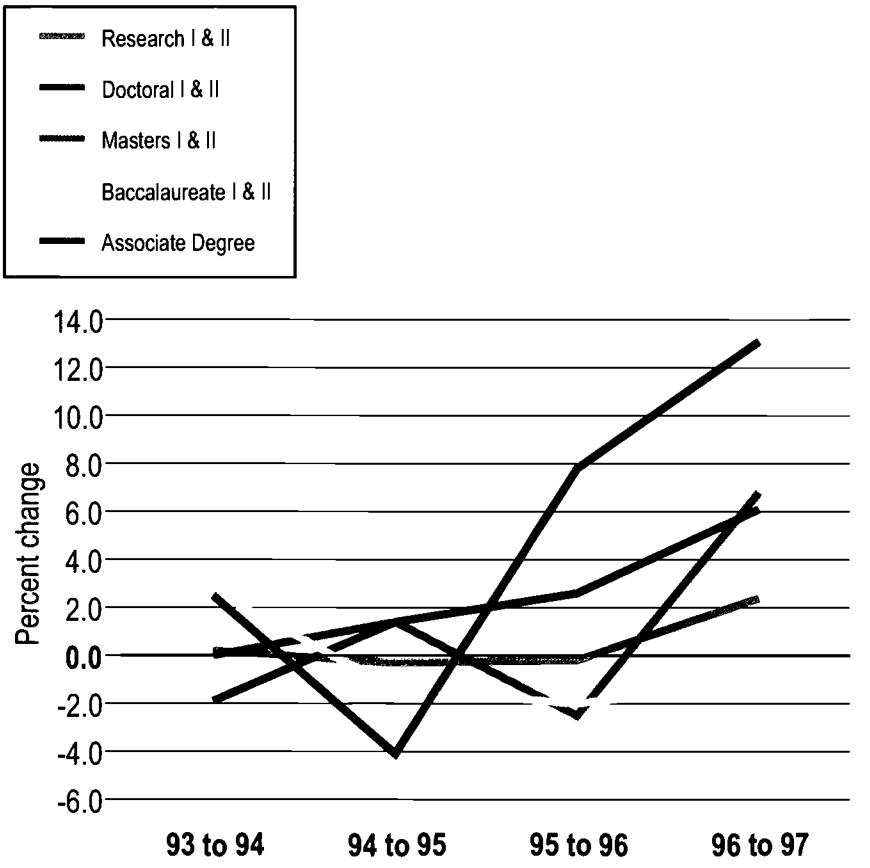
A rising tide does not raise all boats equally. While the total number of international students studying in this country has increased over the past five years, from 449,749 in 1993 to 481,280 in 1997(a bit more than 7%), enrollment changes by institutional type are markedly different. Research institutions in general have grown in foreign student enrollments by only 2.1% while community college enrollments have jumped by nearly 20% in the same time period. Within institutional type, institutions that are less selective or receive less research support dollars have fared less well than their more selective counterparts. For example, selective Baccalaureate I colleges experienced an 8.4% enrollment increase between 1993 and 1997 while the less restrictive Baccalaureate II colleges actually saw enrollments decline by 7.2% in the same period.

Not only do total enrollment figures vary by institutional type but also by nationality. These differences are likely to be related to field of study and academic level differences between national groups. Other differences may include the availability of sources of financing, institutional recruitment strategies and individual student choices as influenced by the experiences of friends and relatives. Chinese students are the leading nationality enrolled in Research institutions and they constitute about 13% of all foreign students enrolled in these institutions. Japanese enrollments in research institutions are relatively modest. Japan is the fifth largest sender in this category with only 6.5% of research I students. In Baccalaureate colleges, Japan is the leading nationality, with 17.3% of all enrollments. China is the sixth largest sender and enrolls only 2.5% of these students. Perhaps most striking is the concentration of Japanese students in Community Colleges. Over 21% of all international enrollments at these institutions are Japanese.

5.b

A RISING TIDE DOES NOT LIFT ALL BOATS

Associate degree institutions showed the strongest enrollment increases between 1995 and 1997.



5.1

ENROLLMENT OF 15 LEADING NATIONALITIES BY INSTITUTIONAL TYPE
Percent of enrollment is within institutional type. Based on *Open Doors 1997/98.*

Rank	RESEARCH INST. Country	Percent of Enrollment
1	China	13.17
2	Korea, Rep. of	10.13
3	India	8.73
4	Taiwan	6.75
5	Japan	6.52
6	Canada	4.33
7	Malaysia	3.10
8	Indonesia	2.77
9	Thailand	2.55
10	Germany	2.29
11	Turkey	2.15
12	Hong Kong	2.10
13	United Kingdom	1.80
14	Mexico	1.78
15	Brazil	1.48
Total Enrollments		**196,167**

Rank	DOCTORAL INST. Country	Percent of Enrollment
1	China	11.16
2	India	9.37
3	Korea, Rep. of	7.21
4	Japan	7.01
5	Taiwan	5.02
6	Malaysia	4.71
7	Thailand	3.86
8	Canada	3.86
9	Indonesia	2.21
10	Turkey	2.20
11	Germany	1.84
12	Saudi Arabia	1.59
13	United Kingdom	1.40
14	France	1.38
15	Russia	1.34
		65,145

Rank	MASTER'S INST. Country	Percent of Enrollment
1	Japan	11.53
2	Taiwan	8.54
3	Korea, Rep. of	6.72
4	China	6.49
5	Canada	5.05
6	Thailand	4.86
7	India	4.83
8	Malaysia	3.53
9	Mexico	3.28
10	Indonesia	3.28
11	Hong Kong	2.13
12	Turkey	1.62
13	Pakistan	1.54
14	Germany	1.43
15	Sweden	1.40
		92,305

Rank	LIBERAL ARTS Country	Percent of Enrollment
1	Japan	17.32
2	Canada	8.76
3	Korea, Rep. of	4.66
4	India	4.33
5	Taiwan	2.87
6	China	2.46
7	United Kingdom	2.11
8	Bahamas	2.11
9	Thailand	2.05
10	Germany	2.01
11	Kenya	1.90
12	Russia	1.78
13	Brazil	1.75
14	Pakistan	1.62
15	Indonesia	1.62
Total Enrollments		**25,913**

Rank	COMMUNITY COLLEGES Country	Percent of Enrollment
1	Japan	21.82
2	Korea, Rep. of	7.92
3	Taiwan	4.40
4	China	3.20
5	Indonesia	3.15
6	Hong Kong	2.90
7	Canada	2.87
8	Mexico	2.57
9	India	2.49
10	Brazil	2.13
11	Kenya	2.12
12	Venezuela	1.66
13	Thailand	1.53
14	Columbia	1.39
15	Russia	1.34
		73,443

Rank	SPECIALIZED INST. Country	Percent of Enrollment
1	Korea, Rep. of	16.18
2	Japan	10.18
3	Taiwan	7.10
4	Canada	6.57
5	China	5.85
6	Thailand	4.74
7	India	4.16
8	Indonesia	2.76
9	Germany	2.17
10	Turkey	1.75
11	Malaysia	1.66
12	Sweden	1.59
13	Brazil	1.47
14	Hong Kong	1.45
15	Mexico	1.32
		28,307

The following institutional rankings within Carnegie Classification reflect the total enrollment figures and foreign student totals provided by the institutions to the IIE Annual Census.

5.2

FOREIGN STUDENTS BY INSTITUTIONAL TYPE: TOP 40 RESEARCH INSTITUTIONS, 1997/98

Rank	Institution	City	State	Total Foreign Students	Total Enrollment	Foreign Student % of Enrollment
1	New York University	New York	NY	4,964	36,609	13.6
2	Boston University	Boston	MA	4,603	29,400	15.7
3	Columbia University	New York	NY	4,080	20,586	19.8
4	University of Southern California	Los Angeles	CA	4,034	27,792	14.5
5	Ohio State University Main Campus	Columbus	OH	3,878	48,278	8.0
6	University of Wisconsin-Madison	Madison	WI	3,820	40,196	9.5
7	University of Texas at Austin	Austin	TX	3,666	48,008	7.6
8	University of Michigan Ann Arbor	Ann Arbor	MI	3,368	36,525	9.2
9	Purdue University Main Campus	West Lafayette	IN	3,266	35,715	9.1
10	Harvard University	Cambridge	MA	3,249	17,279	18.8
11	University of Illinois Urbana-Champaign	Champaign	IL	3,107	36,164	8.6
12	University of Maryland College Park	College Park	MD	3,029	32,711	9.3
13	Michigan State University	East Lansing	MI	2,823	42,603	6.6
14	University of Pennsylvania	Philadelphia	PA	2,818	21,869	12.9
15	Arizona State University Main	Tempe	AZ	2,711	44,255	6.1
16	Texas A&M University	College Station	TX	2,684	41,461	6.5
17	University of Minnesota-Twin Cities	Minneapolis	MN	2,651	37,615	7.0
18	Indiana University at Bloomington	Bloomington	IN	2,620	34,937	7.5
19	Cornell University	Ithaca	NY	2,612	18,890	13.8
20	University of Houston	Houston	TX	2,591	31,602	8.2
21	George Washington University	Washington	DC	2,467	19,356	12.7
22	Iowa State Univ of Science & Technology	Ames	IA	2,452	25,384	9.7
23	Pennsylvania State Univ Univ Park Campus	University Park	PA	2,441	40,000	6.1
24	Northeastern University	Boston	MA	2,423	26,869	9.0
25	University of California-Los Angeles	Los Angeles	CA	2,420	34,342	7.0
26	Rutgers University-New Brunswick	New Brunswick	NJ	2,368	33,400	7.1
27	Brigham Young University	Provo	UT	2,345	32,161	7.3
28	Stanford University	Stanford	CA	2,326	14,084	16.5
29	Massachusetts Institute of Technology	Cambridge	MA	2,254	9,880	22.8
30	University of California-Berkeley	Berkeley	CA	2,211	30,290	7.3
31	University of Florida	Gainesville	FL	2,183	42,053	5.2
32	University of Arizona	Tucson	AZ	2,174	33,504	6.5
33	University of Illinois at Chicago	Chicago	IL	2,106	24,581	8.6
34	SUNY at Buffalo	Buffalo	NY	2,098	23,429	9.0
35	Wayne State University	Detroit	MI	2,087	31,185	6.7
36	University of Washington	Seattle	WA	2,055	38,881	5.3
37	Oklahoma State University Main Campus	Stillwater	OK	2,049	19,349	10.6
38	University of Oregon-Main Campus	Eugene	OR	2,001	17,207	11.6
39	Southern Illinois University Carbondale	Carbondale	IL	1,840	21,908	8.4
40	Louisiana State University & A&M College	Baton Rouge	LA	1,781	28,077	6.3

5.3

FOREIGN STUDENTS BY INSTITUTIONAL TYPE:
TOP 40 DOCTORAL INSTITUTIONS, 1997/98

Rank	Institution	City	State	Total Foreign Students	Total Enrollment	Foreign Student % of Enrollment
1	Florida International University	Miami	FL	2,717	30,269	9.0
2	Western Michigan University	Kalamazoo	MI	2,028	25,699	7.9
3	University of North Texas	Denton	TX	1,759	25,026	7.0
4	American University	Washington	DC	1,655	11,093	14.9
5	New School for Social Research	New York	NY	1,616	7,179	22.5
6	University of Toledo	Toledo	OH	1,457	20,307	7.2
7	George Mason University	Fairfax	VA	1,405	23,826	5.9
8	Wichita State University	Wichita	KS	1,393	14,669	9.5
9	University of Texas at Arlington	Arlington	TX	1,270	20,544	6.2
10	Drexel University	Philadelphia	PA	1,201	9,590	12.5
11	Florida Atlantic University	Boca Raton	FL	1,171	19,384	6.0
12	New Jersey Institute of Technology	Newark	NJ	1,075	7,837	13.7
13	Georgia State University	Atlanta	GA	982	24,300	4.0
14	Illinois Institute of Technology	Chicago	IL	977	6,100	16.0
15	University of Denver	Denver	CO	947	8,642	11.0
16	University of Texas at Dallas	Richardson	TX	923	8,848	10.4
17	Old Dominion University	Norfolk	VA	896	18,300	4.9
18	University of Central Florida	Orlando	FL	893	27,411	3.3
19	University of Akron Main Campus	Akron	OH	856	23,605	3.6
20	Cleveland State University	Cleveland	OH	847	15,735	5.4
21	St. John's University	Jamaica	NY	819	18,523	4.4
22	University of Alabama	Tuscaloosa	AL	799	18,508	4.3
23	University of San Francisco	San Francisco	CA	798	7,803	10.2
24	University of Missouri-Kansas City	Kansas City	MO	790	10,444	7.6
25	Florida Institute of Technology	Melbourne	FL	775	4,135	18.7
26	Graduate School & University Center CUNY	New York	NY	757	3,649	20.7
27	Northern Illinois University	Dekalb	IL	749	21,609	3.5
28	Portland State University	Portland	OR	749	14,863	5.0
29	Boston College	Chestnut Hill	MA	726	14,271	5.1
30	University of Nevada-Reno	Reno	NV	721	12,442	5.8
31	University of New Orleans	New Orleans	LA	698	15,833	4.4
32	San Diego State University	San Diego	CA	668	29,898	2.2
33	Pace University	New York	NY	655	7,753	8.4
34	SUNY at Binghamton	Binghamton	NY	650	12,156	5.3
35	Rutgers, Campus at Newark	Newark	NJ	628	9,326	6.7
36	Marquette University	Milwaukee	WI	625	10,411	6.0
37	University of Tulsa	Tulsa	OK	623	4,171	14.9
38	Andrews University	Berrien Springs	MI	614	3,152	19.5
39	DePaul University	Chicago	IL	603	17,300	3.5
40	University of Louisville	Louisville	KY	597	21,020	2.8

5.4

FOREIGN STUDENTS BY INSTITUTIONAL TYPE:
TOP 40 MASTER'S INSTITUTIONS, 1997/98

Rank	Institution	City	State	Total Foreign Students	Total Enrollment	Foreign Student % of Enrollment
1	Baruch College CUNY	New York	NY	2,555	14,932	17.1
2	Hawaii Pacific University	Honolulu	HI	2,397	8,390	28.6
3	San Francisco State University	San Francisco	CA	1,804	26,983	6.7
4	University of Texas at El Paso	El Paso	TX	1,579	15,176	10.4
5	City College CUNY	New York	NY	1,567	12,506	12.5
6	National University	San Diego	CA	1,425	15,000	9.5
7	University of Central Oklahoma	Edmond	OK	1,422	14,481	9.8
8	California State University-Long Beach	Long Beach	CA	1,354	28,197	4.8
9	San Jose State University	San Jose	CA	1,229	26,800	4.6
10	California State University-Fullerton	Fullerton	CA	1,169	24,040	4.9
11	Oklahoma City University	Oklahoma City	OK	1,147	4,696	24.4
12	NY Institute Technology Main Campus	Old Westbury	NY	1,121	8,484	13.2
13	University of Bridgeport	Bridgeport	CT	1,111	2,147	51.7
14	Eastern Michigan University	Ypsilanti	MI	1,096	22,730	4.8
15	University of Nevada-Las Vegas	Las Vegas	NV	1,034	19,683	5.3
16	Golden Gate University	San Francisco	CA	1,016	6,500	15.6
17	California State Polytechnic Univ/Pomona	Pomona	CA	968	17,246	5.6
18	Rochester Institute of Technology	Rochester	NY	899	13,230	6.8
19	Embry-Riddle Aeronautical University	Daytona Beach	FL	841	4,586	18.3
20	University of South Alabama	Mobile	AL	757	11,999	6.3
21	Suffolk University	Boston	MA	750	6,401	11.7
22	Queens College CUNY	Flushing	NY	750	17,073	4.4
23	California State University-Northridge	Northridge	CA	745	27,652	2.7
24	University of Nebraska at Omaha	Omaha	NE	700	15,000	4.7
25	California State University-Los Angeles	Los Angeles	CA	696	18,849	3.7
26	Fairleigh Dickinson U/Teaneck- Hackensack	Teaneck	NJ	669	8,884	7.5
27	University of North Carolina Charlotte	Charlotte	NC	634	16,200	3.9
28	University of Hartford	West Hartford	CT	632	6,500	9.7
29	Santa Clara University	Santa Clara	CA	628	7,863	8.0
30	Lake Superior State University	Sault St Marie	MI	611	3,392	18.0
31	Towson University	Towson	MD	606	15,524	3.9
32	Hunter College CUNY	New York	NY	600	18,769	3.2
33	California State University-Fresno	Fresno	CA	585	18,113	3.2
34	California State Univ-San Bernardino	San Bernardino	CA	581	12,153	4.8
35	California State University-Sacramento	Sacramento	CA	567	23,481	2.4
36	University of Massachusetts at Boston	Boston	MA	559	11,736	4.8
37	Maharishi International University	Fairfield	IA	552	1,076	51.3
38	Montclair State University	Upper Montclair	NJ	548	12,174	4.5
39	University of New Haven	West Haven	CT	531	4,976	10.7
40	College of Staten Island CUNY	Staten Island	NY	523	12,033	4.3

5.5

FOREIGN STUDENTS BY INSTITUTIONAL TYPE:
TOP 40 BACCALAUREATE INSTITUTIONS, 1997/98

Rank	Institution	City	State	Total Foreign Students	Total Enrollment	Foreign Student % of Enrollment
1	Brigham Young University-Hawaii Campus	Laie Oahu	HI	982	2,294	42.8
2	York College CUNY	Jamaica	NY	566	6,450	8.8
3	University of Dallas	Irving	TX	453	2,975	15.2
4	Columbia College	Chicago	IL	380	8,066	4.7
5	University of Houston-Downtown	Houston	TX	296	7,947	3.7
6	University of Southern Colorado	Pueblo	CO	296	4,613	6.4
7	Mount Ida College	Newton Centre	MA	268	1,831	14.6
8	University of Findlay	Findlay	OH	267	4,059	6.6
9	Teikyo Loretto Heights University	Denver	CO	249	252	98.8
10	Salem-Teikyo University	Salem	WV	246	810	30.4
11	University of Hawaii at Hilo	Hilo	HI	242	2,450	9.9
12	Mount Holyoke College	South Hadley	MA	220	2,048	10.7
13	Smith College	Northampton	MA	219	2,630	8.3
14	Oakwood College	Huntsville	AL	219	1,756	12.5
15	Ohio Wesleyan University	Delaware	OH	201	1,859	10.8
16	Macalester College	Saint Paul	MN	200	1,742	11.5
17	Eckerd College	St. Petersburg	FL	199	1,406	14.2
18	Lewis-Clark State College	Lewiston	ID	196	3,012	6.5
19	Ramapo College of New Jersey	Mahwah	NJ	194	4,821	4.0
20	Lewis & Clark College	Portland	OR	191	2,373	8.0
21	Oberlin College	Oberlin	OH	178	2,800	6.4
22	Middlebury College	Middlebury	VT	174	2,131	8.2
23	Dordt College	Sioux Center	IA	172	1,301	13.2
24	Lawrence Technological University	Southfield	MI	171	4,027	4.2
25	Metropolitan State College of Denver	Denver	CO	171	17,000	1.0
26	Wesleyan University	Middletown	CT	170	2,945	5.8
27	North Park College	Chicago	IL	170	1,891	9.0
28	Luther College	Decorah	IA	165	2,400	6.9
29	Marymount Manhattan College	New York	NY	165	2,086	7.9
30	SUNY College at Purchase	Purchase	NY	160	3,300	4.8
31	University of Maine at Presque Isle	Presque Isle	ME	159	1,413	11.3
32	Penn. State U Commonwealth Campus	University Park	PA	151	39,782	0.4
33	Columbia College	Columbia	MO	147	902	16.3
34	Wellesley College	Wellesley	MA	144	2,251	6.4
35	Tri-State University	Angola	IN	140	1,116	12.5
36	Beloit College	Beloit	WI	136	1,273	10.7
37	St. Norbert College	De Pere	WI	136	2,074	6.6
38	Saint Augustine's College	Raleigh	NC	131	1,639	8.0
39	Connecticut College	New London	CT	129	1,851	7.0
40	St. Francis College	Brooklyn	NY	123	2,136	5.8

5.6

FOREIGN STUDENTS BY INSTITUTIONAL TYPE:
TOP 40 ASSOCIATE INSTITUTIONS, 1997/98

Rank	Institution	City	State	Total Foreign Students	Total Enrollment	Foreign Student % of Enrollment
1	Northern Virginia Community College	Annandale	VA	2,626	36,338	7.2
2	Santa Monica College	Santa Monica	CA	2,400	22,620	10.6
3	Los Angeles City College	Los Angeles	CA	1,874	13,994	13.4
4	De Anza College	Cupertino	CA	1,582	24,089	6.6
5	Montgomery College Rockville Campus	Rockville	MD	1,432	12,473	11.5
6	Miami-Dade Community College	Miami	FL	1,254	49,836	2.5
7	Borough of Manhattan C. C. CUNY	New York	NY	1,242	16,772	7.4
8	La Guardia Community College CUNY	Long Is City	NY	1,196	10,801	11.1
9	City College of San Francisco	San Francisco	CA	1,125	27,004	4.1
10	Pasadena City College	Pasadena	CA	976	21,673	4.5
11	Houston Community College System	Houston	TX	*897	38,439	2.3
12	Edmonds Community College	Lynnwood	WA	891	10,430	8.5
13	Orange Coast College	Costa Mesa	CA	876	22,000	4.0
14	Broward Community College	Fort Lauderdale	FL	832	25,224	3.3
15	Moraine Valley Community College	Palos Hills	IL	823	13,347	6.2
16	Seattle Central Community College	Seattle	WA	782	10,303	7.6
17	Queensborough Community College CUNY	Bayside	NY	720	10,800	6.7
18	Long Beach City College	Long Beach	CA	691	25,291	2.7
19	Bellevue Community College	Bellevue	WA	688	18,451	3.7
20	Grossmont College	El Cajon	CA	622	14,949	4.2
21	College of Marin	Kentfield	CA	604	8,615	7.0
22	Cuyahoga C. C. Metro Campus	Cleveland	OH	585	21,782	2.7
23	Irvine Valley College	Irvine	CA	549	10,800	5.1
24	Foothill College	Los Altos Hills	CA	543	14,488	3.7
25	Santa Barbara City College	Santa Barbara	CA	529	12,000	4.4
26	DeKalb College	Clarkston	GA	528	15,751	3.4
27	Valencia Community College	Orlando	FL	515	24,199	2.1
28	Nassau Community College	Garden City	NY	512	20,620	2.5
29	East Los Angeles College	Monterey Park	CA	510	16,277	3.1
30	Rancho Santiago Community College	Santa Ana	CA	500	25,107	2.0
31	Glendale Community College	Glendale	CA	486	13,996	3.5
32	Mesa Community College	Mesa	AZ	469	23,536	2.0
33	Montgomery College Takoma Park Campus	Takoma Park	MD	459	4,115	11.2
34	Quincy College	Quincy	MA	450	4,848	9.3
35	Mt. San Antonio College	Walnut	CA	430	23,158	1.9
36	Diablo Valley College	Pleasant Hill	CA	418	19,935	2.1
37	Salt Lake Community College	Salt Lake City	UT	414	22,000	1.9
38	Green River Community College	Auburn	WA	414	9,058	4.6
39	Parkland College	Champaign	IL	400	8,900	4.5
40	El Camino College	Torrance	CA	400	23,000	1.7

* Corrected total of foreign students is 1,630.

5.7

FOREIGN STUDENTS BY INSTITUTIONAL TYPE:
TOP 40 PROFESSIONAL & SPECIALIZED INSTITUTIONS, 1997/98

Rank	Institution	City	State	Total Foreign Students	Total Enrollment	Foreign Student % of Enrollment
1	University of Phoenix	Phoenix	AZ	1,700	40,057	4.2
2	Academy of Art College	San Francisco	CA	1,551	4,795	32.3
3	Berklee College of Music	Boston	MA	1,154	2,933	39.3
4	Pratt Institute	Brooklyn	NY	1,022	3,728	27.4
5	Johnson & Wales University	Providence	RI	1,006	10,304	9.8
6	Fashion Institute of Technology	New York	NY	895	11,683	7.7
7	New Hampshire College	Manchester	NH	786	5,683	13.8
8	Strayer College	Washington	DC	664	8,172	8.1
9	American Graduate School Intl Management	Glendale	AZ	585	1,457	40.2
10	School of Visual Arts	New York	NY	557	2,519	22.1
11	Bentley College	Waltham	MA	553	6,169	9.0
12	Savannah College of Art and Design	Savannah	GA	471	3,464	13.6
13	Babson College	Babson Park	MA	436	1,692	25.8
14	Art Center College of Design	Pasadena	CA	333	1,391	23.9
15	Monterey Institute International Studies	Monterey	CA	329	750	43.9
16	Manhattan School of Music	New York	NY	327	778	42.0
17	Franklin University	Columbus	OH	322	4,049	8.0
18	Rhode Island School of Design	Providence	RI	308	2,000	15.4
19	Lincoln University	San Francisco	CA	295	310	95.2
20	Lynn University	Boca Raton	FL	294	1,844	15.9
21	Fuller Theological Seminary	Pasadena	CA	289	1,650	17.5
22	Southeastern University	Washington	DC	283	608	46.5
23	New England Conservatory of Music	Boston	MA	267	799	33.4
24	Wentworth Institute of Technology	Boston	MA	260	2,859	9.1
25	Johns Hopkins University SAIS	Washington	DC	251	633	39.7
26	Univ of Texas Health Science Ctr Houston	Houston	TX	247	3,111	7.9
27	National College of Chiropractic	Lombard	IL	238	905	26.3
28	San Francisco Theological Seminary	San Anselmo	CA	232	726	32.0
29	Juilliard School	New York	NY	230	851	27.0
30	University of Maryland at Baltimore	Baltimore	MD	218	5,975	3.6
31	Northwood University, Michigan Campus	Midland	MI	216	1,400	15.4
32	School of the Art Institute of Chicago	Chicago	IL	208	2,019	10.3
33	American College for the Applied Arts	Atlanta	GA	202	1,016	19.9
34	Johns Hopkins U Peabody Conservatory Mus	Baltimore	MD	199	617	32.3
35	Southern Polytechnic State Univ.	Marietta	GA	194	3,923	4.9
36	Palmer College of Chiropractic	Davenport	IA	187	1,800	10.4
37	Trinity Evangelical Divinity School	Deerfield	IL	180	1,800	10.0
38	University of Baltimore	Baltimore	MD	177	4,641	3.8
39	Naval Postgraduate School	Monterey	CA	177	1,330	13.3
40	Teikyo Post University	Waterbury	CT	160	1,334	12.0

5.8

INSTITUTIONS WITH 1,000 OR MORE FOREIGN STUDENTS, 1997/98, RANKED BY FOREIGN STUDENT TOTALS

This table combines institutions from all Carnegie Classifications.

Rank	Institution	City	State	Total Foreign Students	Total Enrollment	Foreign Student % of Enrollment
1	New York University	New York	NY	4,964	36,609	13.6
2	Boston University	Boston	MA	4,603	29,400	15.7
3	Columbia University	New York	NY	4,080	20,586	19.8
4	University of Southern California	Los Angeles	CA	4,034	27,792	14.5
5	Ohio State University Main Campus	Columbus	OH	3,878	48,278	8.0
6	University of Wisconsin-Madison	Madison	WI	3,820	40,196	9.5
7	University of Texas at Austin	Austin	TX	3,666	48,008	7.6
8	University of Michigan- Ann Arbor	Ann Arbor	MI	3,368	36,525	9.2
9	Purdue University Main Campus	West Lafayette	IN	3,266	35,715	9.1
10	Harvard University	Cambridge	MA	3,249	17,279	18.8
11	University of Illinois Urbana-Champaign	Champaign	IL	3,107	36,164	8.6
12	University of Maryland College Park	College Park	MD	3,029	32,711	9.3
13	Michigan State University	East Lansing	MI	2,823	42,603	6.6
14	University of Pennsylvania	Philadelphia	PA	2,818	21,869	12.9
15	Florida International University	Miami	FL	2,717	30,269	9.0
16	Arizona State University Main	Tempe	AZ	2,711	44,255	6.1
17	Texas A&M University	College Station	TX	2,684	41,461	6.5
18	University of Minnesota-Twin Cities	Minneapolis	MN	2,651	37,615	7.0
19	Northern Virginia Community College	Annandale	VA	2,626	36,338	7.2
20	Indiana University at Bloomington	Bloomington	IN	2,620	34,937	7.5
21	Cornell University	Ithaca	NY	2,612	18,890	13.8
22	University of Houston	Houston	TX	2,591	31,602	8.2
23	Baruch College CUNY	New York	NY	2,555	14,932	17.1
24	George Washington University	Washington	DC	2,467	19,356	12.7
25	Iowa State Univ of Science & Technology	Ames	IA	2,452	25,384	9.7
26	Penn. State Univ Univ Park Campus	University Park	PA	2,441	40,000	6.1
27	Northeastern University	Boston	MA	2,423	26,869	9.0
28	University of California-Los Angeles	Los Angeles	CA	2,420	34,342	7.0
29	Santa Monica College	Santa Monica	CA	2,400	22,620	10.6
30	Hawaii Pacific University	Honolulu	HI	2,397	8,390	28.6
31	Rutgers University-New Brunswick	New Brunswick	NJ	2,368	33,400	7.1
32	Brigham Young University	Provo	UT	2,345	32,161	7.3
33	Stanford University	Stanford	CA	2,326	14,084	16.5
34	Massachusetts Institute of Technology	Cambridge	MA	2,254	9,880	22.8
35	University of California-Berkeley	Berkeley	CA	2,211	30,290	7.3
36	University of Florida	Gainesville	FL	2,183	42,053	5.2
37	University of Arizona	Tucson	AZ	2,174	33,504	6.5
38	University of Illinois at Chicago	Chicago	IL	2,106	24,581	8.6
39	S U N Y at Buffalo	Buffalo	NY	2,098	23,429	9.0
40	Wayne State University	Detroit	MI	2,087	31,185	6.7

5.8 (cont.)

INSTITUTIONS WITH 1,000 OR MORE FOREIGN STUDENTS, 1997/98, RANKED BY FOREIGN STUDENT TOTALS

This table combines institutions from all Carnegie Classifications.

Rank	Institution	City	State	Total Foreign Students	Total Enrollment	Foreign Student % of Enrollment
41	University of Washington	Seattle	WA	2,055	38,881	5.3
42	Oklahoma State University Main Campus	Stillwater	OK	2,049	19,349	10.6
43	Western Michigan University	Kalamazoo	MI	2,028	25,699	7.9
44	University of Oregon-Main Campus	Eugene	OR	2,001	17,207	11.6
45	Los Angeles City College	Los Angeles	CA	1,874	13,994	13.4
46	Southern Illinois University Carbondale	Carbondale	IL	1,840	21,908	8.4
47	San Francisco State University	San Francisco	CA	1,804	26,983	6.7
48	Louisiana State University & A& M College	Baton Rouge	LA	1,781	28,077	6.3
49	University of Miami	Coral Gables	FL	1,759	13,651	12.9
50	University of North Texas	Denton	TX	1,759	25,026	7.0
51	Syracuse University	Syracuse	NY	1,732	14,557	11.9
52	Northwestern University	Evanston	IL	1,714	13,618	12.6
53	University of Kansas	Lawrence	KS	1,700	24,874	6.8
54	University of Phoenix	Phoenix	AZ	1,700	40,057	4.2
55	University of Chicago	Chicago	IL	1,689	12,293	13.7
56	University of Utah	Salt Lake City	UT	1,688	26,359	6.4
57	University of Massachusetts at Amherst	Amherst	MA	1,656	23,932	6.9
58	American University	Washington	DC	1,655	11,093	14.9
59	University of Pittsburgh Main Campus	Pittsburgh	PA	1,620	25,461	6.4
60	New School for Social Research	New York	NY	1,616	7,179	22.5
61	University of Iowa	Iowa City	IA	1,612	27,871	5.8
62	University of Oklahoma Norman Campus	Norman	OK	1,589	20,509	7.7
63	De Anza College	Cupertino	CA	1,582	2,224	71.1
64	University of Texas at El Paso	El Paso	TX	1,579	15,176	10.4
65	City College CUNY	New York	NY	1,567	12,506	12.5
66	Academy of Art College	San Francisco	CA	1,551	4,795	32.3
67	Temple University	Philadelphia	PA	1,526	27,614	5.5
68	University of Kentucky	Lexington	KY	1,521	24,100	6.3
69	Virginia Polytechnic Inst & State Univ	Blacksburg	VA	1,499	23,000	6.5
70	Carnegie Mellon University	Pittsburgh	PA	1,493	7,912	18.9
71	University of Cincinnati	Cincinnati	OH	1,475	34,024	4.3
72	Georgetown University	Washington	DC	1,465	13,481	10.9
73	University of Toledo	Toledo	OH	1,457	20,307	7.2
74	University of California-Irvine	Irvine	CA	1,446	17,802	8.1
75	Montgomery College Rockville Campus	Rockville	MD	1,432	12,473	11.5
76	National University	San Diego	CA	1,425	15,000	9.5
77	University of Central Oklahoma	Edmond	OK	1,422	14,481	9.8
78	George Mason University	Fairfax	VA	1,405	23,826	5.9
79	University of Nebraska-Lincoln	Lincoln	NE	1,395	22,827	6.1
80	Wichita State University	Wichita	KS	1,393	14,669	9.5

5.8 (cont.)

INSTITUTIONS WITH 1,000 OR MORE FOREIGN STUDENTS, 1997/98, RANKED BY FOREIGN STUDENT TOTALS

This table combines institutions from all Carnegie Classifications.

Rank	Institution	City	State	Total Foreign Students	Total Enrollment	Foreign Student % of Enrollment
81	University of Missouri-Columbia	Columbia	MO	1,392	22,500	6.2
82	University of Delaware	Newark	DE	1,374	21,166	6.5
83	University of Georgia	Athens	GA	1,364	29,693	4.6
84	Yale University	New Haven	CT	1,359	11,534	11.8
85	California State University-Long Beach	Long Beach	CA	1,354	28,197	4.8
86	SUNY at Stony Brook	Stony Brook	NY	1,336	17,831	7.5
87	University of Hawaii at Manoa	Honolulu	HI	1,332	17,500	7.6
88	University of California-Davis	Davis	CA	1,313	24,299	5.4
89	Washington University	Saint Louis	MO	1,299	11,606	11.2
90	University of Texas at Arlington	Arlington	TX	1,270	20,544	6.2
91	University of Rochester	Rochester	NY	1,260	8,900	14.2
92	Georgia Institute of Technology	Atlanta	GA	1,258	12,185	10.3
93	Miami-Dade Community College	Miami	FL	1,254	49,836	2.5
94	Borough of Manhattan C. C. CUNY	New York	NY	1,242	16,772	7.4
95	University of Connecticut	Storrs	CT	1,234	21,805	5.7
96	Washington State University	Pullman	WA	1,232	20,122	6.1
97	San Jose State University	San Jose	CA	1,229	26,800	4.6
98	Drexel University	Philadelphia	PA	1,201	9,590	12.5
99	La Guardia Community College CUNY	Long Is City	NY	1,196	10,801	11.1
100	Case Western Reserve University	Cleveland	OH	1,183	9,908	11.9
101	University of South Florida	Tampa	FL	1,180	36,000	3.3
102	University of California-San Diego	La Jolla	CA	1,179	18,667	6.3
103	Florida Atlantic University	Boca Raton	FL	1,171	19,384	6.0
104	California State University-Fullerton	Fullerton	CA	1,169	24,040	4.9
105	North Carolina State University	Raleigh	NC	1,161	27,529	4.2
106	Ohio University Main Campus	Athens	OH	1,157	19,189	6.0
107	Berklee College of Music	Boston	MA	1,154	2,933	39.3
108	University of South Carolina-Columbia	Columbia	SC	1,148	25,447	4.5
109	Oklahoma City University	Oklahoma City	OK	1,147	2,868	40.0
110	Oregon State University	Corvallis	OR	1,135	13,784	8.2
111	Howard University	Washington	DC	1,125	10,248	11.0
112	City College of San Francisco	San Francisco	CA	1,125	86,674	1.3
113	NY Institute Technology Main Campus	Old Westbury	NY	1,121	8,484	13.2
114	University of Bridgeport	Bridgeport	CT	1,111	2,147	51.7
115	Eastern Michigan University	Ypsilanti	MI	1,096	22,730	4.8
116	University of Colorado at Boulder	Boulder	CO	1,092	25,109	4.3
117	New Jersey Institute of Technology	Newark	NJ	1,075	7,837	13.7
118	Kansas State University	Manhattan	KS	1,054	20,306	5.2
119	University of Nevada-Las Vegas	Las Vegas	NV	1,034	19,683	5.3
120	Utah State University	Logan	UT	1,032	21,234	4.9
121	Pratt Institute	Brooklyn	NY	1,022	3,728	27.4
122	Golden Gate University	San Francisco	CA	1,016	6,500	15.6
123	Tulane University	New Orleans	LA	1,013	10,732	9.4
124	Brown University	Providence	RI	1,008	7,579	13.3
125	Johnson & Wales University	Providence	RI	1,006	10,304	9.8

Sidebar

Community Colleges' Role in Recruiting International Students

Audree Chase
American Association of Community Colleges

ACTIVE international student recruitment is a fairly recent phenomenon at America's community colleges. In fact, most community colleges do not really have what they would consider an "official" international student recruitment initiative; nonetheless, they often find themselves with many international students on their campuses. According to the most recent data from the Institute of International Education, the trend of international students enrolling at two-year institutions is increasing at a rate of nearly 20 percent during the course of four years.

Whether a community college is engaged in active international student enrollment or not, most institutions attribute increases in international student enrollment to the vast amount of information now available via the Internet. Since approximately 90 percent of America's 1,200 community colleges have their own Web site addresses, institutions are inundated daily with requests for information. Some colleges even have areas of their Web site that are specifically addressed to international students. This proliferation of information is helping prospective international students become aware of what exactly community colleges are, in addition to the variety of programs they offer. And as these potential students become more aware of community colleges, they are likely to notice that the annual tuition and fees of a public two-year institution are typically half that of a public four-year college or university.

Community colleges recruit international students for two main reasons. First, there are obvious financial benefits to be gained from enrolling international students. More importantly, though, most colleges try to attract international students to their campuses to foster a diversified student population. This is particularly true for colleges in suburban and rural areas and in the Midwest, which generally have more homogeneous student populations. Colleges on the west and east coasts and in the border states vary in their international recruitment practices. It might be assumed that due to their locations, they don't need active international recruiting programs. This is true for some colleges, but not for others.

Mercer County Community College in New Jersey does not consider its international student recruiting program an active one, because most of its international students learn of the institution through word-of-mouth advertising.

.../cont.

COMMUNITY COLLEGES' ROLE IN RECRUITING INTERNATIONAL STUDENTS

The college is located equidistant from Philadelphia and New York City, where there are large populations of immigrants. These immigrants often enroll at the college and communicate their experience to members of their families in other countries. Family members, in turn, enroll at the campus, and numbers can increase exponentially. The college also attributes a large number of international student enrollments to the fact that it offers programs unique to the region, such as aviation and flight training, advertising design and funeral services. In addition, more and more prospective students are discovering their campus via the Internet.

In the past, the Fashion Institute of Design and Merchandising (FIDM), located in Los Angeles, California, actively recruited international students with a college fair in Taiwan and fashion shows in Korea. They no longer engage in these activities, however, because they find that international students seem to be more actively seeking their institution. They are also attracting a new wave of students from the Czech Republic. Clearly, FIDM also has a very specialized curriculum.

Two-year institutions with active international student recruitment programs often follow a specific process to accomplish their goal. For instance, Spokane Community College in Washington is not driven by quotas for enrolling international students, but has established an active recruiting program to ensure global diversity on its campus. To accomplish this, the college has committed financial resources to market its institution in international recruiting magazines, attend student fairs and send faculty abroad to help infuse the curriculum with a global perspective. Since 1994, global awareness has been a part of the college's mission statement, and the college believes that if a student from another country has a positive experience at their institution, he or she will recommend it to others. Furthermore, although it is relatively easy for them to attract students from Asian countries, they are striving to bring additional diversity to the campus by attending foreign student fairs in Brazil, Argentina and Chile. When talking to prospective students, they find that students find certain programs at their institution very attractive, such as intensive English as a Second Language (ESL) programs, short-term training opportunities and the college's connection with local business and industry. In the past few years, their international student enrollment has increased from approximately sixty students to nearly two hundred.

need to actively recruit international students to diversify their student body. Eastern Iowa Community College District in Davenport, Iowa, has several formal programs for recruiting international students. The institution has developed brochures and videotapes, and has devoted a section of their Web site

specifically to international students. Whenever a representative from the college travels on business to other countries, he or she makes an effort to establish connections with institutions of higher education. The college does not advertise in international student recruitment publications because that method is too costly. However, it does provide financial resources for faculty to travel in order to help globalize the curriculum. An innovative idea the college is considering now is to send direct mailings to the Overseas Academic Advising Centers managed by the U.S. Information Agency.

While it may be assumed that international students from certain areas of the world are drawn to specific regions in the United States, upon some investigation, this is not necessarily true. For example, one may think that two-year institutions in Texas would attract a large number of Mexican students to their campuses. While there are indeed many Mexican and Latin American students enrolled at these institutions, some institutions, such as Tarrant County Junior College in Forth Worth, currently enroll more students from Africa, India, Sweden, Greece, Canada and the Philippines. Although the college estimates that most of these students learn about their institution by word-of-mouth advertising, it does advertise in various study abroad magazines.

Regardless of whether community colleges are recruiting students intentionally or unintentionally, they seem to be excelling at it. With the number of international students enrolled at associate degree-granting institutions totaling 73,443 for the 1997/98 academic year, two-year institutions are the third largest segment of higher education institutions in America that enroll international students.

Foreign students are more aggressively seeking a degree from two-year institutions, for the following reasons: short-term specialized training, the low cost of tuition, ESL programs and the opportunity to transfer into a four-year college or university. Finally, the Internet cannot be underestimated as a massive public relations tool for two-year institutions in the global higher education marketplace.

Considering the rapid increase of students at community colleges in America, these institutions appear to be playing a significant role in attracting foreign students to study in the United States. No matter how prospective international students find community colleges, if foreign student enrollment continues to increase, these institutions may help our country continue to be a viable choice for foreign students and scholars to pursue their higher education in America.

Audree Chase is the Coordinator of International Services at the American Association of Community Colleges (AACC), Washington, DC.

Sidebar

International Student Enrollment at Houston Community College System

Gigi Do-Nguyen

Houston Community College System

IN the 1998/99 academic year, the Houston Community College System (HCCS) is experiencing the most rapid enrollment growth of international students ever. Its fall 1998 foreign student enrollment of 1,880 includes citizens of 107 countries from all over the world. Recently, HCCS conducted a non-scientific survey of foreign students. As new students reported their arrival to HCCS's International Student Services Office (an immigration requirement), a set of questionnaires was given to each of them. The questionnaire asked them to identify their age, ethnicity, gender, family income status, occupation and major. It also asked them why they chose to come to Houston, how they heard about HCCS and what was the driving force in their decision to become an international student.

Of the 262 students who responded, HCCS found that 198 (76%) reported they came to Houston because a family member or friend live or work in Houston. Most of these students learned about community colleges only through word of mouth. Community colleges remain somewhat of a mystery in other parts of the world. However, this is beginning to change. In the last year, there has been an increase of nine percent in international student enrollment in American community colleges, while growth in traditional enrollment at most community colleges, and especially at most universities, has slowed. In HCCS's survey, students reported that by attending a community college, they could save over $10,000 dollars per year in tuition. (One university in Houston charges approximately $5,000 per semester, while semester tuition at HCCS is $1,500.) The survey also revealed that in addition to lower tuition rates, students also appreciated the more generous teacher/student ratios and the greater enthusiasm of the faculty in classroom teaching.

Most students reported that they already knew someone in Houston prior to coming to study, many of whom were working for the booming energy industry in Houston. Due to Houston's strong economy and affordable living conditions, it has attracted a rapidly growing, ethnically diverse international community of its own. Many of HCCS's students find it appealing and comfortable coming to a city where they can find familiar faces. In a 1998 study, Rice University sociology professor

Stephen Klineberg reported that Houston's distinctly diverse character is at least in part due to the fact that 21% of its inhabitants were born outside of the United States. Aware of the rich multicultural flavor of its community, HCCS has played a vital role in addressing the educational needs of its international students and ethnic minorities. Currently, it is among the top five in enrollment of international students of any community colleges in the United States, and is one of the most diverse institutions in the country. Minority student enrollment has climbed 10% in the last four years, from 57.5% to 63.2%. Diversity at HCCS is also represented by a wide variety of student organizations that regularly sponsor ethnic and multicultural celebrations, and a multicultural faculty and staff.

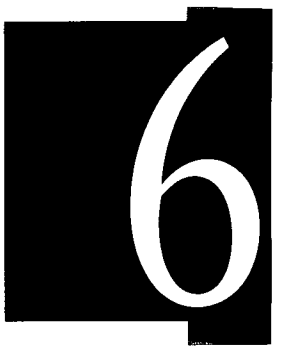
A majority of the survey's respondents reported that they completed at least two years of college in their home countries before attending HCCS. Out of 262 respondents, 152 were males and 110 were females. The average age was 24. Many of these students enroll in HCCS's ESL program before taking academic courses. The preferred degree objectives are business, engineering, physical and life sciences and computer science. Many reported that competitiveness in the job market was the driving force behind their decisions to come to the United States to study; an American degree is considered highly prestigious to many foreigners.

The top ten countries of origin for HCCS's international students are Taiwan, the People's Republic of China, Hong Kong (now in the People's Republic of China), Kenya, Pakistan, Vietnam, South Korea, Indonesia, Japan and Venezuela, in that order. This current top ten list is consistent with last year's list. However, because of the Asian economic crisis there was a slight drop in the number of students from Indonesia, Japan and Thailand. HCCS has worked with the Institute of International Education in obtaining $28,000 in interest-free loans from the Freeman Foundation to help the Asian students affected by the economic upheaval in their countries.

Gigi Do-Nguyen is the Assistant Director of the Office of International Student Services with the Houston Community College System.

ACADEMIC & PERSONAL

CHARACTERISTICS OF FOREIGN STUDENTS



Perhaps the most basic facts that any teacher needs to know about the classroom are: who your students are, what their backgrounds are, what they are studying and at what level. This section answers these questions. The first of the three major parts of this section addresses the fields of study chosen by foreign students. For many years foreign students have been an important part of U.S. academic life in many disciplines, especially in graduate departments of science and engineering. These enrollments by field of study are then broken down by college and university type (that is, by Carnegie Classification). Data on foreign student enrollments by discipline is analyzed to show the relationship between institutional type and the academic fields chosen by foreign students.

The second part of this section focuses on foreign student enrollments by academic level. In this section, data is examined according to the personal characteristics of foreign students.

Finally, the third part of this section describes the foreign student population by sex, marital status, enrollment status and visa status. Data for the 1997 academic year is presented along with an analysis of trends over time.

Field of Study

Business and management continues to be the most popular field of study among foreign students. Numbering 100,395, foreign students concentrating in business fields make up over 20% of the entire foreign student population. Engineering, the second most popular field, enrolls 71,623, or just under 15%.

Enrollments in the physical and life sciences total 37,201 (7.7%), with math and computer sciences enrolling a

6.0

FOREIGN STUDENTS BY FIELD OF STUDY, 1996/97-1997/98

Field of Study	1996/97 Foreign Students	1996/97 % of Total	1996/97 % Change	1997/98 Foreign Students	1997/98 % of Total	1997/98 % Change
Agriculture, Total	**8,435**	**1.8**	**1.7**	**8,510**	**1.8**	**0.9**
Agricultural Sciences	4,727	1.0	10.3	4,324	0.9	-8.5
Agribusiness & Agricultural Production	1,835	0.4	-16.3	2,197	0.5	19.7
Conservation & Renewable Natural Resources	1,873	0.4	3.2	1,990	0.4	6.2
Business & Management, Total	**95,860**	**20.9**	**3.5**	**100,395**	**20.9**	**4.7**
Business & Management, General	89,256	19.5	3.9	94,203	19.6	5.5
Marketing & Distribution	5,266	1.1	-12.8	5,341	1.1	1.4
Consumer, Personal & Misc Services	1,337	0.3	99.3	852	0.2	-36.3
Education	**13,248**	**2.9**	**0.4**	**12,998**	**2.7**	**-1.9**
Engineering, Total	**71,001**	**15.5**	**-1.9**	**71,623**	**14.9**	**0.9**
Engineering, General	63,357	13.8	-0.9	65,139	13.5	2.8
Engineering-Related Technologies	5,870	1.3	-8.0	4,915	1.0	-16.3
Transportation & Material Moving	831	0.2	35.1	720	0.1	-13.4
Mechanics & Repairers	607	0.1	54.1	596	0.1	-1.8
Construction Trades	233	0.1	-69.2	153	0.0	-34.3
Precision Production	103	0.0	-69.0	100	0.0	-2.9
Fine & Applied Arts, Total	**28,030**	**6.1**	**4.8**	**31,412**	**6.5**	**12.1**
Visual and Performing Arts	21,994	4.8	5.5	25,223	5.2	14.7
Architecture & Environmental Design	6,036	1.3	2.2	6,189	1.3	2.5
Health Professions	**20,099**	**4.4**	**-2.8**	**19,941**	**4.1**	**-0.8**
Humanities, Total	**15,927**	**3.5**	**-1.4**	**16,453**	**3.4**	**3.3**
Letters	5,377	1.2	-11.3	5,397	1.1	0.4
Foreign Languages	4,933	1.1	5.5	5,141	1.1	4.2
Theology	3,736	0.8	3.1	3,984	0.8	6.6
Philosophy & Religion	1,881	0.4	4.9	1,931	0.4	2.7

roughly similar number (40,968 or 8.5%). "Other" fields (liberal arts, law, communications, etc.) increased this year by 5.3% and now enroll 46,701 students, 9.7% of all international students. Business enrollments have increased by 4.7%.

This year enrollment in some nontraditional fields has risen. Enrollments in the arts (up 14.7% to 25,223), communications (up 15% to 10,056) and among students who have not declared a major (up 7.4%) have all increased.

6.0 *(cont.)*

FOREIGN STUDENT TOTALS BY FIELD OF STUDY, 1996/97-1997/98

Field of Study	1996/97 Foreign Students	1996/97 % of Total	1996/97 % Change	1997/98 Foreign Students	1997/98 % of Total	1997/98 % Change
Mathematics & Computer Sciences, Total	**35,132**	**7.7**	**-2.2**	**40,968**	**8.5**	**16.6**
Computer & Information Sciences	27,158	5.9	-1.9	32,579	6.8	20.0
Mathematics	7,974	1.7	-3.5	8,388	1.7	5.2
Physical & Life Sciences, Total	**37,198**	**8.1**	**-0.1**	**37,201**	**7.7**	**0.0**
Physical Sciences	17,719	3.9	-4.3	18,130	3.8	2.3
Life Sciences	18,084	3.9	2.5	17,951	3.7	-0.7
Science Technologies	1,395	0.3	31.7	1,120	0.2	-19.7
Social Sciences, Total	**38,691**	**8.4**	**1.2**	**38,849**	**8.1**	**0.4**
Social Sciences, General	23,701	5.2	2.9	23,540	4.9	-0.7
Psychology	6,432	1.4	2.6	6,457	1.3	0.4
Public Affairs	3,975	0.9	6.0	3,979	0.8	0.1
Area & Ethnic Studies	1,835	0.4	-26.0	2,205	0.5	20.2
Protective Services	534	0.1	4.5	447	0.1	-16.3
Parks & Recreation	2,214	0.5	0.7	2,222	0.5	0.4
Other, Total	**44,367**	**9.7**	**5.3**	**46,701**	**9.7**	**5.3**
Liberal/ General Studies	23,723	5.2	6.6	23,541	4.9	-0.8
Communications	8,742	1.9	-8.2	10,056	2.1	15.0
Law	4,033	0.9	16.4	4,656	1.0	15.4
Multi/Interdisciplinary Studies	3,017	0.7	14.3	3,210	0.7	6.4
Home Economics	2,464	0.5	23.8	2,060	0.4	-16.4
Library & Archival Sciences	520	0.1	-23.1	941	0.2	81.0
Vocational Home Economics	560	0.1	29.9	407	0.1	-27.3
Communication Technologies	1,135	0.2	20.4	1,767	0.4	55.7
Military Technologies	174	0.0	-13.9	62	0.0	-64.4
Intensive English Language	**21,541**	**4.7**	**-3.1**	**25,675**	**5.3**	**19.2**
Undeclared	**28,456**	**6.2**	**2.0**	**30,553**	**6.3**	**7.4**
TOTAL	**457,984**	**100.0**	**0.9**	**481,280**	**100.0**	**5.1**

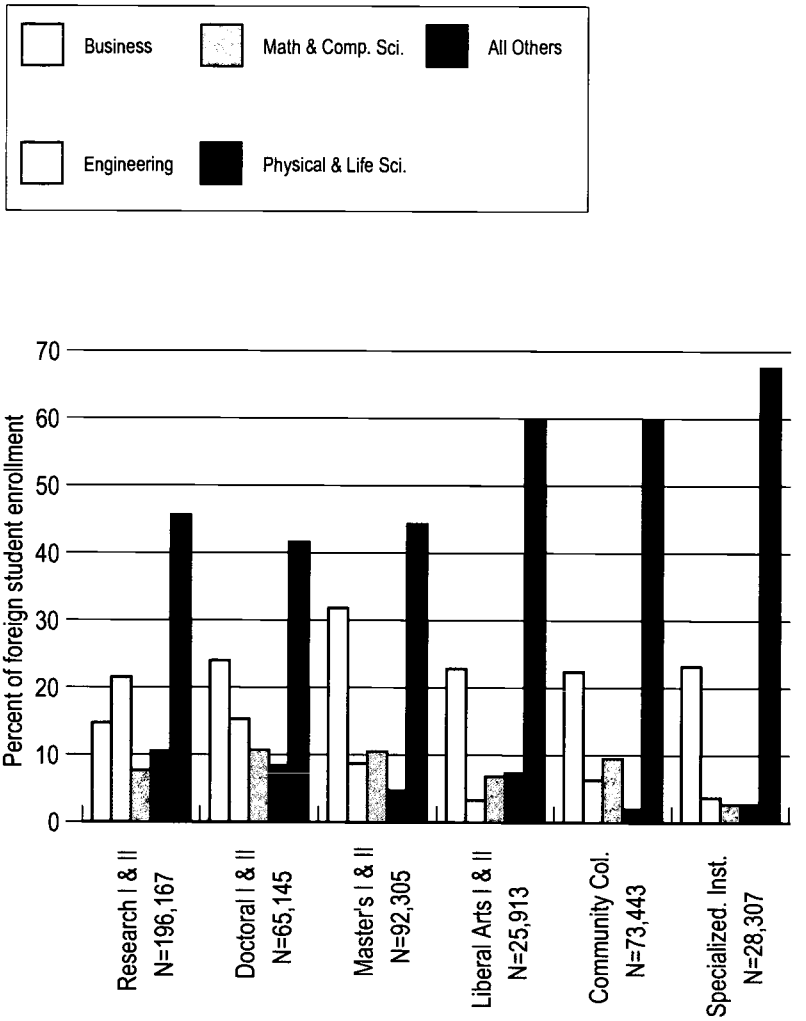
Business enrollments continue to be strongest: over 20% of all international students come to the United States to study business and management.

For foreign students studying at research institutions, engineering (21.5%) is the field of study of choice. At these institutions majors in business (14.7%) and in the physical and life sciences (10.5%) have comparable levels of enrollments.

6.a

FIELDS OF STUDY BY CARNEGIE TYPE, 1997/98

Engineering is the top choice of foreign students at research universities. At doctoral, master's and baccalaureate institutions, business is selected most often.



N= Number of students in each type of institution by Carnegie Classification

5.1

FIELDS OF STUDY BY INSTITUTIONAL TYPE, 1997/98

Engineering is the leading field of study at research institutions while business is either the first or second choice among all institutional types.

TYPE OF INSTITUTION	
Research Institutions	**% Enrollment**
Engineering	21.5
Business & Management	14.7
Physical & Life Sciences	10.5
Social Sciences	9.4
Other	8.5
Math & Computer Sciences	7.6
Fine & Applied Arts	4.9
Undeclared	4.8
Intensive English	4.7
Health Professions	4.4
Agriculture	3.2
Humanities	3.1
Education	2.6

Doctoral Institutions	**% Enrollment**
Business & Management	24.0
Engineering	15.3
Math & Computer Sciences	10.7
Social Sciences	9.0
Physical & Life Sciences	8.4
Other	7.4
Undeclared	5.6
Fine & Applied Arts	5.3
Intensive English	4.8
Humanities	3.2
Health Professions	2.9
Education	2.8
Agriculture	0.6

Master's Institutions	**% Enrollment**
Business & Management	31.8
Math & Computer Sciences	10.5
Other	8.9
Engineering	8.7
Intensive English	7.1
Social Sciences	7.0
Undeclared	6.6
Physical & Life Sciences	4.7
Fine & Applied Arts	4.4
Education	3.9
Health Professions	3.3
Humanities	2.6
Agriculture	0.5

TYPE OF INSTITUTION	
Liberal Arts Institutions	**% Enrollment**
Business & Management	22.8
Undeclared	18.9
Social Sciences	11.9
Other	10.2
Physical & Life Sciences	7.3
Math & Computer Sciences	6.8
Humanities	4.7
Intensive English	4.7
Fine & Applied Arts	4.1
Engineering	3.3
Education	2.9
Health Professions	2.1
Agriculture	0.4

Community & Technical Colleges	**%Enrollment**
Other	23.6
Business & Management	22.4
Undeclared	10.8
Math & Computer Sciences	9.5
Intensive English	8.2
Engineering	6.3
Fine & Applied Arts	5.3
Health Professions	5.1
Social Sciences	2.9
Physical & Life Sciences	2.0
Education	1.6
Humanities	1.4
Agriculture	0.8

Other Institutions	**% Enrollment**
Fine & Applied Arts	36.9
Business & Management	23.2
Humanities	12.2
Health Professions	8.6
Social Sciences	4.1
Engineering	3.7
Other	3.1
Math & Computer Sciences	2.7
Physical & Life Sciences	2.7
Intensive English	1.4
Education	0.7
Undeclared	0.6
Agriculture	0.0

At doctoral institutions, business (24%) is the preferred major, followed by engineering (15.3%). At institutions of this type, the fewest students are enrolled in fields other than business, engineering and the sciences.

Master's degree institutions have the highest proportion of students studying business (31.8%). At baccalaureate institutions business (22.8%) is similarly the preferred field. Community colleges have the largest proportion of students studying in other areas (23.6%).

Academic Level

The 223,276 students at the undergraduate level, including both associate and bachelor's degree programs, account for about half (46%) of the entire foreign student population, while the 207,510 graduate students account for 43%. The 50,494 "other" students, including those enrolled in practical training, nondegree and intensive English programs, total 10.5%.

Undergraduate enrollments by foreign students decreased in programs classified as associate programs by 8.7% and rose in bachelor's programs by 5.5%. Many community colleges report students to IIE as enrolled as freshman, sophomores, Bachelor's unspecified or in the "other" category, typically in intensive English programs.

At the graduate level the number of foreign students increased markedly (9.1%) this year. Programs described as "other" showed moderate gains, up 3.1% this year on the strength of enrollment increases in intensive English.

FOREIGN STUDENTS BY ACADEMIC LEVELS, 1996/97 - 1997/98

The foreign graduate student population in the United States increased significantly this year, as did the number of students enrolled in intensive English language programs.

	1996/97			1997/98		
Academic Level	**Foreign Students**	**% of Total**	**% Change**	**Foreign Student**	**% of Total**	**% Change**
Associate	**53,313**	**11.6**	**8.6**	**48,667**	**10.1**	**-8.7**
Bachelor's	**165,430**	**36.1**	**-2.4**	**174,609**	**36.3**	**5.5**
Freshman	32,703	7.1	0.3	34,714	7.2	6.1
Sophomore	27,010	5.9	-2.8	27,603	5.7	2.2
Junior	32,155	7.0	-4.9	33,451	7.0	4.0
Senior	41,570	9.1	-0.9	43,372	9.0	4.3
Unspecified	31,992	7.0	-4.2	35,470	7.4	10.9
Graduate	**190,244**	**41.5**	**0.1**	**207,510**	**43.1**	**9.1**
Master's	93,715	20.5	-3.6	100,721	20.9	7.5
Doctoral	67,346	14.7	1.2	72,074	15.0	7.0
Professional Training	7,590	1.7	24.3	7,554	1.6	-0.5
Unspecified	21,593	4.7	7.0	27,161	5.6	25.8
Other	**48,997**	**10.7**	**8.7**	**50,494**	**10.5**	**3.1**
Practical Training	18,125	4.0	17.3	16,582	3.4	-8.5
Nondegree	9,960	2.2	5.9	9,420	2.0	-5.4
Intensive English Language	20,935	4.6	3.5	24,492	5.1	17.0
TOTAL	**457,984**	**100.0**	**0.9**	**481,280**	**100.0**	**5.1**

6.3

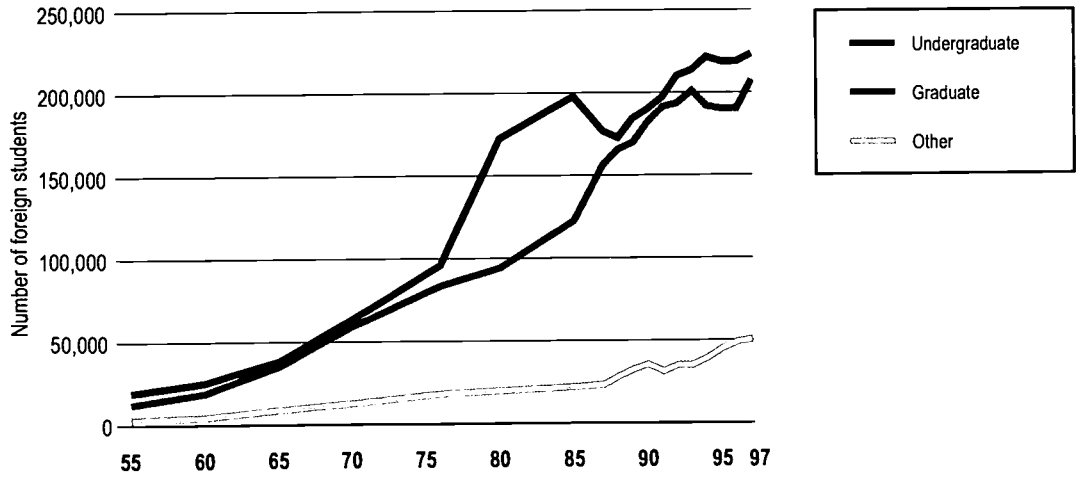
FOREIGN STUDENTS BY ACADEMIC LEVELS, SELECTED YEARS
1954/55 - 1997/98

Year	Undergraduate	Graduate	Other
1954/55	19,101	12,118	3,012
1959/60	25,164	18,910	4,412
1964/65	38,130	35,096	8,774
1969/70	63,296	59,112	12,551
1975/76	95,949	83,395	18,073
1979/80	172,378	94,207	19,758
1984/85	197,741	122,476	21,895
1987/88	176,669	156,366	23,152
1988/89	172,551	165,590	28,209
1989/90	184,527	169,827	32,495
1990/91	189,900	182,130	35,500
1991/92	197,070	191,330	31,190
1992/93	210,080	193,330	35,210
1993/94	213,610	201,030	35,110
1994/95	221,500	191,738	39,396
1995/96	218,620	190,092	45,075
1996/97	218,743	190,244	48,997
1997/98	223,276	207,510	50,494

While foreign undergraduates have always outnumbered graduates, the discrepancy was much larger in the past. In the 1950s the percentage of graduate students (35%) was much lower. In the 1960s and 1970s the graduate-to-undergraduate ratio was more even, but in the following decade it again tilted strongly in favor of undergraduates. The pattern was changed again in the mid-1980s, when the graduate and undergraduate proportions again approached parity. This year's increase in graduate enrollments has surely been affected by the previously noted increases in enrollments from China and India, countries that send overwhelming proportions of their students as graduate students.

6.b

FOREIGN STUDENTS BY ACADEMIC LEVELS, SELECTED YEARS
1954/55 - 1997/98



The adjoining table presents separate profiles of foreign undergraduate and graduate students, as well as students enrolled in other programs such as practical training and intensive English.

In general, foreign undergraduates are largely male, single and full-time students who are self-financed. Their major field of study is likely to be business and management. Graduate students are even more likely than undergraduates to be male than female. Graduate students are also primarily full-time students and more of them are self-financed than receive support from their host college or university. Unlike their undergraduate counterparts, they are most likely to be enrolled in engineering programs, followed by business and the physical and life sciences. Foreign students in the "other" category of academic level are the most likely to be enrolled part-time. They are also the most likely to receive financial support from current employment. Students in this category are overwhelmingly enrolled in intensive English language programs.

International students pursuing studies on a full-time basis continue to greatly outnumber those studying part-time, as is evident in Table 6.4. This is not surprising, given the fact that full-time enrollment in most cases is required in order for a foreign student to remain in the United States.

6.4

PERSONAL & ACADEMIC CHARACTERISTICS BY ACADEMIC LEVEL, 1997/98

The profile of the largest percentage of foreign students is as follows: male, single, self-financed and studying full-time.

Characteristic	Undergraduate	Graduate	Other
Sex			
Male	55.0	62.4	54.4
Female	45.0	37.6	45.6
Marital Status			
Single	92.9	72.9	86.0
Married	7.1	27.1	14.0
Enrollment Status			
Full-time	89.2	85.4	86.9
Part-time	10.8	14.6	13.1
Visa Type			
F Visa	89.4	84.3	85.1
J Visa	3.9	9.6	8.0
M Visa	0.2	0.0	0.2
Other Visa	6.5	6.1	6.7
Primary Source of Funds			
Personal & Family	81.4	48.9	69.7
U.S. College or University	7.2	36.0	5.9
Home Govt/University	5.4	6.8	4.8
U.S. Government	0.7	1.0	0.4
Private U.S. Sponsor	2.6	2.2	1.6
Foreign Private Sponsor	2.0	3.3	1.7
Current Employment	0.7	1.2	15.8
International Organization	0.2	0.8	0.4
Other Sources	0.2	0.1	0.6
Field of Study			
Agriculture	0.9	3.0	0.5
Business & Management	25.8	18.0	8.1
Education	1.7	4.1	1.4
Engineering	11.7	20.0	4.8
Fine & Applied Arts	8.6	5.2	2.0
Health Professions	3.4	5.3	2.2
Humanities	2.2	5.2	1.7
Math & Computer Sciences	8.1	10.0	2.7
Physical & Life Sciences	4.5	12.1	2.5
Social Sciences	7.7	9.6	2.9
Other	14.0	6.3	4.2
Intensive English	1.6	0.1	52.7
Undeclared	10.0	1.0	14.3
Number of Students	223,276	207,510	50,494

Personal Characteristics

Since the inception of the Census in 1949, male foreign students have consistently outnumbered female students; both the number and proportion of female international students, however, is rising steadily. In the 1950s, less than one-fourth of the foreign students were women (23%), but since that time their proportion has risen. In 1997 41.9% of all international students studying in the United States were women.

An examination of Table 6.5 shows that an overwhelming majority of the international students in this country are single. More than eight out of ten (83.6%) are in this category, slightly less than in the previous year.

The vast majority of foreign students (86.8%) hold F visas, which are temporary visas. These visas are granted for full-time study in U.S. institutions of higher education. Students with J visas, the visas granted to exchange visitors, make up the second largest group, accounting for 6.7%. Other types of visas are held by 6.5% of foreign students. (Definitions of the various types of visas appear in Section 11 of this publication.)

6.5

PERSONAL CHARACTERISTICS, SELECTED YEARS 1976/77 - 1997/98

Year	% Male	% Female	% Single	% F Visa	% J Visa	% Other	% Refugee	Foreign Students
76/77	69.2	30.8	73.7	75.0	10.4	7.3	7.3	203,068
77/78	75.0	25.0	77.4	78.8	9.3	6.9	5.0	235,509
78/79	74.1	25.9	74.7	80.7	9.8	5.7	3.8	263,938
79/80	72.4	27.6	78.6	82.0	7.6	6.4	4.0	286,343
80/81	71.7	28.3	80.1	82.9	6.7	5.6	4.8	311,882
81/82	71.0	29.0	79.3	84.3	6.8	4.9	4.0	326,299
82/83	70.9	29.1	80.1	84.0	7.2	5.2	3.6	336,985
83/84	70.6	29.4	80.1	83.2	8.2	5.2	3.4	338,894
84/85	69.8	30.2	80.4	83.5	8.4	5.1	3.0	342,113
85/86	70.7	29.3	80.0	81.5	9.2	5.7	3.6	343,777
86/87	68.9	31.1	79.7	81.0	11.0	5.2	2.8	349,609
87/88	67.7	32.3	79.8	79.4	12.1	6.1	2.3	356,187
88/89	66.5	33.5	80.9	79.0	12.5	6.5	2.0	366,354
89/90	66.1	33.9	80.1	78.5	12.7	6.4	2.4	386,851
90/91	64.0	36.0	78.5	80.6	11.0	6.4	2.0	407,529
91/92	63.7	36.3	80.7	84.6	9.5	6.0		419,585
92/93	63.0	37.0	82.5	85.5	8.5	6.1		438,618
93/94	62.1	37.9	83.1	86.4	7.7	5.9		449,749
94/95	60.9	39.1	83.4	85.8	7.7	6.4		452,635
95/96	58.9	41.1	82.6	84.9	7.7	7.3		453,787
96/97	59.0	41.0	84.4	85.6	6.8	7.6		457,984
97/98	58.1	41.9	83.6	86.8	6.7	6.5		481,280

Sidebar

Foreign Graduate Students in the United States

Beth Young
National Center for Education Statistics, U.S. Department of Education

THE 20th century has witnessed the expansion of the global marketplace where market productivity has increasingly become dependent on technology. The United States' ability to maintain technical manpower to compete internationally becomes a critical issue, as does the nation's ability to establish and maintain relationships with other nations. Foreign students who come to the United States to pursue graduate studies in science and engineering provide U.S. colleges and universities with a more diverse student body, help foster relationships between the United States and their home countries and are a potential resource for more science and engineering personnel. During the past 20 years, the number of foreign students receiving advanced degrees from U.S. colleges and universities in science and engineering has increased dramatically. Whether these students remain in the United States to work after graduation or take their skills back to their home countries is critical in assessing U.S. science and engineering resources. Using data from two NCES surveys, the Survey of Earned Doctorates (SED) and the Integrated Postsecondary Education Study (IPEDS), this issue brief presents data on the percentage of foreign graduate students in the United States, the home countries of foreign doctoral students, their major fields of study and their plans after graduation.

What percentage of science and engineering graduate degrees do foreign students earn?

Between 1977 and 1994, the percentage increase in total graduate degrees earned by foreign students at U.S. colleges and universities was much higher than the increase for U.S. students (63 percent compared to 12 percent, respectively for master's degrees and 68 percent compared to 7 percent, respectively for Ph.D.s). Most of the increase in the number of foreign students earning master's degrees occurred in the late 1970s and 1980s. During the 1990s, the number of foreign students earning graduate degrees has increased but not at the same rate as seen earlier.

Table 1.—Percentage of graduate degrees in science and engineering conferred to foreign students, by degree level and field of study: Academic year ending 1994

Field of Study	Master's	Doctor's
Total	**12.0**	**26.7**
Total Science and Engineering	31.3	40.9
Natural Sciences	25.4	33.5
Life Sciences	18.0	27.5
Physical Sciences	31.1	35.6
Mathematics	26.7	48.5
Computer Sci. & Engineering	33.5	52.3
Computer & Information Sc.	37.5	44.8
Engineering	32.1	53.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1996 (based on IPEDS/HEGIS surveys of degrees conferred).

In 1994, 31 percent of all science and engineering master's degrees and 41 percent of all science and engineering doctor's degrees were conferred to foreign students (Table 1). Foreign students earned close to 50 percent of the doctor's degrees conferred in mathematics and engineering.

When examining the fields of study that U.S. and foreign graduate students choose, foreign graduate students were more likely to study science and engineering than U.S. graduate students. For example, in the 1993-94 academic year, about 37 percent of all foreign master's degree recipients earned a degree in science and engineering, compared to 11 percent of U.S. recipients. At the doctoral level, 61 percent of all foreign recipients earned degrees in science and engineering, compared to 32 percent of all U.S. doctoral recipients.

What are the home countries of foreign doctoral students?

In 1995, students from five countries made up the majority (53 percent) of all foreign doctoral students at U.S. colleges and universities; People's Republic of China (PRC), Korea, Taiwan, India and Canada. Students from these countries tend to choose different fields of study. In 1995, 51 percent of doctoral students from PRC studied natural sciences, while 46 and 52 percent, respectively, of Taiwanese and Indian students studied computer sciences and engineering. Canadian and Korean students chose more evenly among the different fields of study.

What postdoctoral plans do graduate students have?

Between 1985 and 1995, the proportion of foreign doctoral students with definite commitments (i.e., postdoctoral study or employment) to stay in the United States after graduation increased from 46 to 53 percent (Table 2). This increase is made up primarily of the increase in postdoctoral study of foreign doctoral recipients.

Foreign students who earned doctor's degrees in the natural sciences and in computer sciences and engineering were more likely to have definite commitments to stay in the United States after graduation (66 and 62 percent, respectively) than all foreign doctoral students. Of those foreign students who earned a doctorate in the natural sciences, more than half (54 percent) planned to pursue postdoctoral study in the United States, while 12 percent had employment commitments in the United States.

.../cont.

Foreign Graduate Students in the United States

Among foreign students who earned doctorates at U.S. colleges and universities, students from PRC and India were more likely to stay in the United States after graduation (92 and 86 percent, respectively) than students from Korea (35 percent), Taiwan and Canada (42 percent each).

Table 2.—Percentage of foreign doctoral recipients with definite plans to remain in the United States after graduation, by field of study and country of origin: 1985 and 1995

		1995			
		Field of study			
Postdoctoral location	1985 Total	Total	Natural sciences	Computer science/ engineering	Country of origin PRC*	India
U.S. location	46.4	53.4	65.8	62.2	92.4	88.5
Postdoctoral study	21.1	27.1	54.1	23.3	59.4	36.6
Employment	25.4	26.6	11.7	39.1	33.0	52.0

* *People's Republic of China*

NOTE: This table measures whether or not a doctoral recipient had definite plans to stay in the United States after graduation, not how long a recipient stayed. Figures may not add up to totals because of missing data.

SOURCE: National Research Council, Survey of Earned Doctorates, Doctorate Record File, 1985 and 1995.

Conclusion

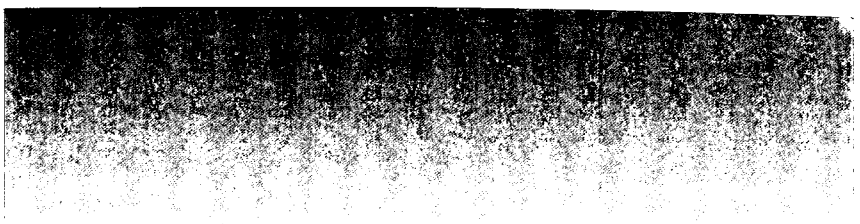
In 1994, foreign graduate students earned 12 percent of all master's degrees and 27 percent of all doctor's degrees conferred at U.S. colleges and universities. This percentage was a substantial increase in the percentage of total graduate degrees conferred to foreign students since 1977, when foreign students earned 6 percent of all master's and 11 percent of all doctor's degrees conferred. However, the increase in the number of degrees conferred to foreign graduate students attending U.S. colleges and universities has slowed in recent years. International competition for top students and smaller allowances from home countries and U.S. institutions may have effected the decline in the growth in the number of students coming to the United States in recent years.

Foreign Graduate Students in the United States

Foreign graduate students were more likely to study science and engineering than U.S. students and have become the dominant population in some science and engineering fields. Foreign students who earn doctor's degrees in science and engineering were more likely to have definite commitments to stay in the United States after graduation for postdoctoral study or employment than foreign students who earn doctorates in other fields. Because graduates use postdoctoral study to further their career in academia and/or conduct research in the science and engineering fields, those students who stay in the United States may be a major resource for the nation. There are many factors influencing whether foreign students who come to the United States to pursue graduate degrees choose to stay after graduation, including political, cultural and social conditions in the student's home country.

Foreign graduate students are an important resource at U.S. colleges and universities. They help universities develop an international presence, help create a culturally diverse campus environment and bring financial and human resources to the universities and the nation after graduation. However, U.S. policymakers must remain aware of the proportion of advanced degrees in science and engineering being awarded to students from other countries.

This issue brief, from July 1997, was prepared by Beth Aronstamm Young and Yupin Bae under the direction of Nabeel Absalam, Data Development and Longitudinal Studies Group.



STUDENT MOBILITY WORLDWIDE

STUDENT MOBILITY WORLDWIDE

The preceding sections have described the flow of international students into the United States in 1997/98 as well as over time. While the United States hosts the largest number of international students worldwide, it does so within an increasingly complex international educational environment. Past research which describes the factors accounting for international student mobility have focused mainly on either internal country conditions or bilateral relationships between the host and originating countries. Collectively this approach is known as the "push-pull" model of student mobility. The "push" factors can be thought of as the conditions of the originating country. These factors create a generalized interest in overseas education but don't give specific direction to individual students. The "pull" factors are specific to a host country and define the attractiveness of a particular destination for students.

While the phenomenon of student mobility is largely the result of individual decisions, these private choices occur within national contexts. Now, towards the closing days of the 1990s, two additional factors appear to affect individual student choices: the regionalization of international student mobility and sharp competition between developed hosts for the increasingly lucrative foreign student "service export" market. Both the regionalization of student mobility and increased competition will likely affect the flow of students to the United States in the coming years. One of the most significant changes that will affect international student flows in the 1990s is the development of a series of European academic cooperation agreements, the best known of which is the ERASMUS program.

Under this program, European universities have voluntarily established inter-university agreements for credit and credential equivalency, program articulation and tuition and fee payments. The goal of these initiatives is a higher education integration that keeps pace with moves toward economic and monetary union. It is expected that students studying under the regional ERASMUS (now more broadly renamed SOCRATES) umbrella will constitute about 10% of all European higher education students. Paralleling the European initiative is the announced Japanese goal of internationalizing their higher education system by receiving 100,000 international students by the year 2000.

In practice this has led to a substantial flow of Asian students into Japan, especially students from China, Korea and Taiwan. Recent developments in Australia, including a program of active recruitment and the abolition of student quotas, have led to the enrollment of very large numbers of full-fee-paying Asian students in Australian universities. Similarly the "Pym Package" reversed the sharp declines in U.K. overseas enrollments of the late 1970s. These targeted subsidies complemented intense recruitment efforts of individual U.K. institutions and the marketing activities of the British Council's Education Counseling Service.

The large majority of international students in any of the major host countries are full-fee-paying students. In the United States fully 68% finance their education primarily with personal or family sources of income. The importance of these fee-paying students for financially strapped higher education systems, as well as for local economies that benefit from the influx of cost-of-living cash, has not gone unnoticed by national governments. The higher education institutions in the United Kingdom, Australia, Japan and Canada are becoming increasingly active in recruiting students from the Asian area. Whether this direct competition will erode the strong position the United States holds in educating Asian students remains to be seen.

7.0

THE U.S. SHARE OF INTERNATIONALLY MOBILE STUDENTS, 1970-1995

The proportion of all international students who select the United States for study has decreased almost 10% since the early 1980s.

Data Year	All others	U.S.*	U.S.%	World total**
70	249,784	144,708	36.7	394,492
75	374,599	179,350	32.4	553,949
78	507,826	263,940	34.2	771,766
80	525,046	311,882	37.3	836,928
82	523,600	336,985	39.2	860,585
83	553,724	338,894	38.0	892,618
84	576,237	342,113	37.3	918,350
85	589,779	343,780	36.8	933,559
86	589,194	349,610	37.2	938,804
87	592,481	356,190	37.5	948,671
88	714,473	366,350	33.9	1,080,823
89	699,027	386,851	35.6	1,085,878
90	760,546	407,529	34.9	1,168,075
91	797,970	419,585	34.5	1,217,555
92	915,921	438,618	32.4	1,354,539
93	879,503	449,749	33.8	1,329,252
94	900,058	452,635	33.5	1,352,693
95	1,048,253	453,787	30.2	1,502,040

* Data taken from *Open Doors*

** Data reported by UNESCO lags behind the publication date of the Statistical Yearbook by two years.

Using UNESCO's International Statistics

THIS chapter makes use of data on international student mobility collected and published in UNESCO's annual Statistical Yearbook. The UNESCO data is the most comprehensive source of statistical data currently available on educational, scientific and cultural developments worldwide. Periodically member states are asked to reply to questionnaires relating to these activities, and the responses are compiled and disseminated annually. Currently about 200 countries and territories reply to the UNESCO inquiries. Unfortunately this data collection effort suffers from a number of difficulties which make conclusions based on this data somewhat tentative.

First, UNESCO must rely on the reporting abilities and definitions of the member states. In many cases this leads to gaps, sometimes significant, in national trend lines. In other cases differences in national definitions as to what constitutes a "foreign student" make national comparisons difficult. For example, some states will count as "foreign" first- or even second-generation permanent residents, while other nations will exclude these individuals. Currently the United States excludes permanent residents from its definition; up until 1991, however, the United States included refugees in its foreign student count. Changes such as these occasionally will affect national comparisons over time.

The second major problem with the UNESCO data is a lack of timeliness in the reporting of the data. Of the 50 leading host countries reporting in the 1994 edition of the Yearbook, 1992 data is available for just over half. Many of the other countries report data from the late 1980s. Time lags of five years or more further confound the interpretation of this data. Until these difficulties are addressed, efforts to move beyond "bean counting" and towards the development of truly valid sets of international educational indicators will continue to be compromised.

Despite these problems the data sets remain useful, even essential, for understanding the global context of international student mobility. They can be used as a starting point for building a picture of international student exchange that can be supplemented by in-depth country-based studies. Finally, they are sufficient to suggest that fundamental shifts are underway in international student mobility, shifts that must be accounted for to understand the interrelationship of education and economic development within a global context.

This chapter does not present a definitive account of all of the factors that underlie exchange, but rather is an effort to stimulate an awareness of emerging developments. The analysis in this section is based largely upon data collected by UNESCO and published in UNESCO's annual Statistical Yearbook. In some cases this data source has been supplemented by recent data collected directly from national statistical authorities by the Research Subgroup of the Academic Cooperation Association (ACA).

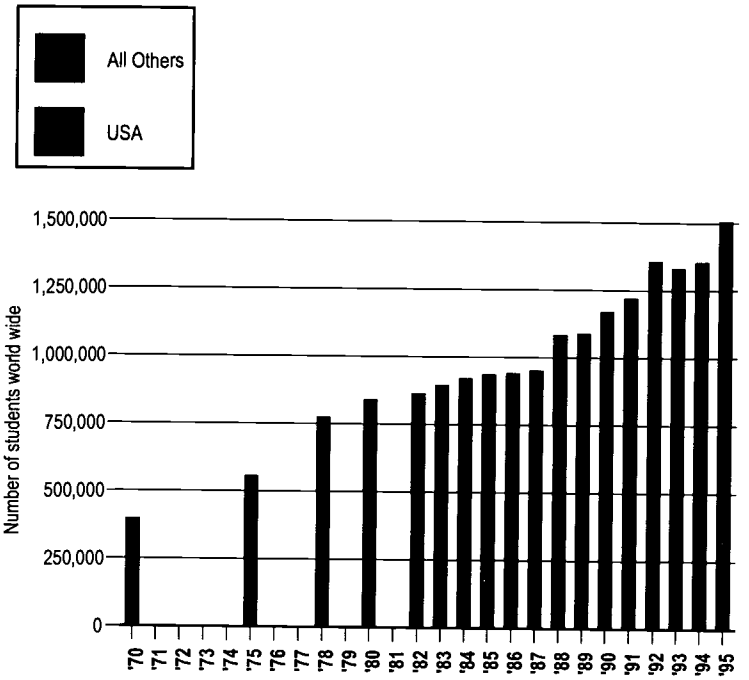
U.S. Student Flows in a Global Perspective

The United States hosts the largest number of international students in the world today and has done so for as long as statistics on international student mobility have been kept. While U.S. foreign student totals have grown substantially over the past years, the growth in the global participation rates of students seeking an international dimension to their education has been staggering. For the data year 1995 UNESCO reported that over 1.5 million students worldwide were enrolled in higher education in another country. From 1970 through the early 1980s, the overall share of international students coming to the United States appeared to be increasing. Since that time, and especially since the end of the cold war, the U.S. share of this market appears to be gradually declining. While this apparent decline may signal important changes in the global higher education marketplace, the United States remains the single dominant host country worldwide, with about 30% of all international students.

7.a

THE U.S. SHARE OF INTERNATIONAL STUDENTS WORLDWIDE, 1970-1995

While the number of internationally mobile students has increased in recent years the proportion who seek a U.S. education has remained flat.



7.1

CHANGE IN INTERNATIONAL STUOENT MOBILITY BY UNESCO REGION, 1993-1997

Students	UNESCO Yearbook Year[1]					Percent Change
from	1997	1996	1995	1994	1993	1993 to 1997
Africa[2]	185,401	175,401	169,046	180,407	201,621	-8.0
N. America	91,668	87,566	87,559	84,222	87,133	5.2
Europe	409,425	353,356	344,992	293,614	271,209	51.0
S. America	55,264	53,262	43,584	42,437	44,670	23.7
Oceania	15,898	15,271	16,013	16,380	10,567	50.4
Asia	687,959	644,418	648,074	599,834	573,790	19.9

1 Data in the UNESCO Yearbook lag publication date by at least two years
2 UNESCO regions group Central America and the Caribbean in North America and South Asia and the Middle East into Asia; Africa includes North Africa.

Regional Destinations of International Students

As the "push-pull" hypothesis of international student mobility suggests, the major host countries do not uniformly attract students from the world's regions. Regional and national preferences for particular host countries are apparent. Between the early and mid 1990s the number of internationally mobile students worldwide increased by over 280,000. Most of these students were from countries in Europe (138,000) or Asia (114,000). The percentage growth in student sending from these regions was 51% for Europeans and almost 20% for Asians. Thus the overall growth worldwide is largely a product of students from these two regions seeking an international dimension to their education. During that same period enrollments from Africa actually fell by 8% and North American enrollments remained essentially static (5.2%).

So where did these students go for their international experience? An astonishing 78% of European students remained within the European region. This strong regional preference by Europeans for European destinations is a marked testament to the power of inter-European mobility schemes and the work undertaken to harmonize curriculum and develop a sense of European identity. For Asians, 18% chose to remain within that region for study. The bulk of these students were divided between European destinations (31%) and North American destinations (44.8%). In short the bulk of the worldwide growth in international education is a European and Asian product, but it is the Asian students who are sparking the competitive activities of U.S., Canadian, Australian and Japanese universities.

7.2

FOREIGN STUDENT TOTALS BY SENDING AND RECEIVING REGIONS ACCORDING TO UNESCO STATISTICAL YEARBOOK

		Sending Regions					
Host Region	**Total**	**North America sends**	**North America sends**	**Europe sends**	**Oceania Sends**	**Asia Sends**	**Africa Sends**
North America, Host	493,483	53,596	23,482	72,655	4,561	308,091	30,058
South America, Host	12,678	0	9,505	552	0	0	0
Europe, Host	766,049	31,522	21,072	322,527	2,595	213,386	129,833
Oceania, Host	48,298	1,343	113	1,659	7,625	34,671	924
Asia, Host	153,462	4,858	946	8,290	953	124,961	9,386
Africa, Host	28,070	349	146	3,742	164	6,850	15,200
Total (50 countries), Host	**1,502,040**	**91,668**	**55,264**	**409,425**	**15,898**	**687,959**	**185,401**
		North America Sends	**North America Sends**	**Europe Sends**	**Oceania Sends**	**Asia Sends**	**Africa Sends**
North America, Host	493,483	58.5	42.5	17.7	28.7	44.8	16.2
South America, Host	12,678	0.0	17.2	0.1	0.0	0.0	0.0
Europe, Host	766,049	34.4	38.1	78.8	16.3	31.0	70.0
Oceania, Host	48,298	1.5	0.2	0.4	48.0	5.0	0.5
Asia, Host	153,462	5.3	1.7	2.0	6.0	18.2	5.1
Africa, Host	28,070	0.4	0.3	0.9	1.0	1.0	8.2
		100%	**100%**	**100%**	**100%**	**100%**	**100%**

Other Regional and Sending and Hosting Patterns

Needless to say, national enrollment preferences reflect regional affinities. Bilateral relations, regionalization and competition help determine the flow of students to particular hosts. Of note are the following patterns:

1. Australia (Oceania) and Japan attract large numbers of Asian students. Inter-Asian mobility, while smaller than out of Asian mobility, constitutes 18% of all Asian mobility. This number currently reflects exchanges between Japan, China and Korea.

2. Within North America, 58% of mobile students stay within the region, primarily reflecting the movement of students from Mexico, Canada and the Caribbean to the United States.

3. Historical and linguistic affinities create high flows to France from francophone Africa, to Spain from Latin America, and to a lesser extent draw anglophone Africans to the United Kingdom. The outflow of students from Africa to Europe is especially strong, with 70% of all outbound Africans choosing a European destination.

7.3

COMPARISON OF STUOENT ENROLLMENTS IN MAJOR COMPETITOR NATIONS FOR ASIAN STUOENTS, 1993 ANO 1996

Australia and the United Kingdom have substantially increased the numbers of enrolled Asian students while Canada and Japan have lost ground.

	Host Countries								
Sending Country	Australia % Change	Australia[1] 1997	Australia[2] 1993	Canada % Change	Canada[1] 1996	Canada[1] 1993/94	Japan % Change	Japan[2] 1996/97	Japan[#] 1993/94
China[1]	61.0	4,278	2,657	-36.6	2,055	3,241	-6.6	21,762	23,291
Hong Kong	33.5	9,052	6,778	-55.0	2,581	5,735	-10.2	264	294
India	391.8	2,400	488	-36.1	672	1,051	-1.8	164	167
Indonesia	119.7	5,968	2,716	-40.8	297	502	-23.3	855	1,115
Japan	95.7	1,321	675	-4.8	737	774	-	-	-
Rep. Of Korea	99.3	1,403	704	25.8	317	252	-8.7	15,581	17,074
Malaysia	66.0	13,028	7,849	-29.7	989	1,407	-6.1	1,764	1,879
Singapore	111.0	11,339	5,374	-61.5	375	973	-9.1	90	99
Thailand	155.9	2,226	870	NA	NA	180	-12.7	705	808

	Host Countries					
	UK % Change	UK[1] 1995/96	UK[2] 1993/94	US %Change	U. S.[1] 1997	U. S.[2] 1995/96
China[3]	162.9	5,493	2,089	7.6	77,813	72,315
Hong Kong	14.2	11,283	9,879	-19.6	9,665	12,018
India	54.1	2,139	1,388	6.5	33,818	31,743
Indonesia	26.0	935	742	3.6	13,282	12,820
Japan	68.0	4,235	2,521	3.4	47,073	45,531
Rep. Of Korea	85.0	1,391	752	18.4	42,890	36,231
Malaysia	53.8	18,532	12,047	4.2	14,597	14,015
Singapore	29.9	6,780	5,219	-6.2	3,843	4,098
Thailand	107.4	1,653	797	24.0	15,090	12,165

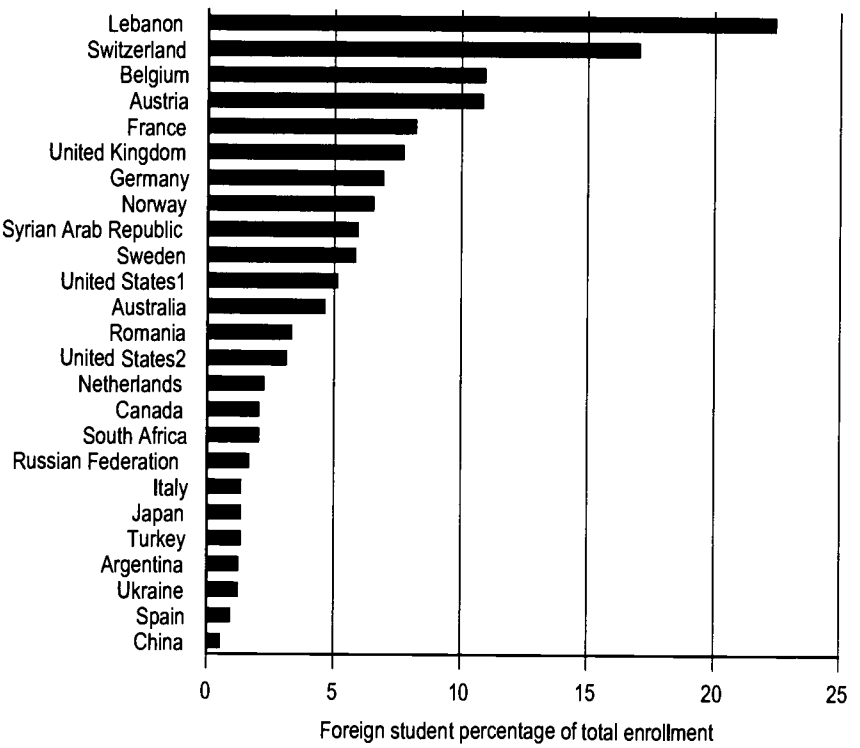
[1] Collected by ACA from various national data sources [2] UNESCO Statistical Yearbook [3] includes Taiwan

Competition for Asian Students

Students from ten leading Asian homelands represent 54% of all U.S. international enrollments. During this decade the United States, Australia, Canada, United Kingdom and Japan have been competing keenly to attract and retain students from these places. Table 7.3 displays the results of these efforts over the past four years. In general Japan and Canada have lost considerable market share in these important sending countries. Both nations have lost ground in each of the markets. By contrast Australia and the United Kingdom have grown market share significantly in each source country. The United States has in general held its own, especially in Korea and Thailand, but its enrollments from other Asian places have shown only weak growth. In two places, Hong Kong and Singapore enrollments have actually fallen. For the United Kingdom and Australia growth has been very strong in selected markets. In terms of percentage change and in absolute numbers British growth has occurred in China/Taiwan/ Hong Kong and in Malaysia. Australian growth has been from India, Indonesia, Malaysia and Singapore.

7.b

FOREIGN STUDENT PERCENTAGES IN LEADING HOST COUNTRIES



United States 1 - Four-year college and university enrollments
United States 2 - Enrollment including community colleges

7.4

FOREIGN STUDENTS AS A PERCENTAGE OF UNIVERSITY ENROLLMENT1

Rank	Country	Data Year	Foreign Students	Total Enrollment	Percent Foreign
1	Lebanon	1995/96	18,253	81,588	22.4
2	Switzerland	1993/94	25,307	148,664	17.0
3	Belgium	1993/94	35,236	322,364	10.9
4	Austria	1994/95	25,175	233,989	10.8
5	France	1993/94	170,574	2,083,232	8.2
6	United Kingdom	1993/94	128,550	1,664,025	7.7
7	Germany	1993/94	146,126	2,132,162	6.9
8	Norway	1994/95	11,158	172,967	6.5
9	Syrian Arab Republic	1992/93	13,438	228,197	5.9
10	Sweden	1993/94	13,600	234,466	5.8
11	United States[2]	1994/95	452,635	8,833,872	5.1
12	Australia	1993	42,415	922,699	4.6
13	Romania	1993/94	11,868	360,967	3.3
14	United States[3]	1994/95	452,635	14,554,016	3.1
15	Netherlands	1992/93	11,389	506,580	2.2
16	Canada	1993/94	35,451	1,776,792	2.0
17	South Africa	1994	12,625	617,897	2.0
18	Russian Federation	1994/95	73,172	4,458,363	1.6
19	Japan	1993/94	50,801	3,841,134	1.3
20	Italy	1994/95	24,014	1,791,726	1.3
21	Turkey	1994/95	14,998	1,174,299	1.3
22	Ukraine	1994/95	18,302	1,533,000	1.2
23	Argentina	1994/95	12,678	1,069,617	1.2
24	Spain	1992/93	12,578	1,370,689	0.9
25	China	1993/94	22,755	4,505,215	0.5

[1] Data for international and home country enrollments from UNESCO for specified data year
[2] U.S. four-year and graduate enrollment from College Board Annual Survey
[3] Total U.S. higher education enrollment from College Board Annual Survey

Leading Host Countries

The foreign student enrollments in the leading host countries, as reported in the 1997 edition of the UNESCO Statistical Yearbook, suggest that international students are enrolled in institutions in a broad range of countries. For most countries the reported data is for the year 1994/95, but for others the lag in reporting may extend as far as 1992/93. The proportion of foreign students enrolled in the educational system may reflect the extent to which a nation's higher education system is internationalized. While foreign students make up a relatively small proportion of most higher education systems, the impact of these students extends beyond their numbers. International students constitute about 3% of the U.S. higher education population and about 5% if only four-year college and university enrollments are considered. This places the United States about on par with Australia and Canada in the degree to which our system is internationalized. At the graduate level, however, and especially in certain fields, U.S. departments are over 50% international in some institutions. Most of the major European nations have a far higher degree of internationalization, reaching 17% in the case of Switzerland. Of course, the United States actually has 50 separate state higher education systems as well as independent private and religious higher education institutions. This very complexity and size make direct comparisons with other nations difficult. International students in the United States are not equally distributed around the country and are not equally attracted to all institutions. Some state systems and some institutions are certainly internationalized to a degree comparable with most European systems. It is also important to note that the United States hosts the largest number of international students, more than the next three leading nations—France, Germany and the United Kingdom—combined.

Sidebar

European Statistics on Student Mobility (ESSM)

Bernd Wechter

Academic Cooperation Association

Liduine Bremer

Nuffic

THE Academic Cooperation Association (ACA) is an independent Brussels-based European organization dedicated to the support, improvement, management and analysis of higher education cooperation in Europe and beyond. The members of ACA are major agencies in European Union and EFTA countries in charge of international cooperation. ACA aims to be a focal point for evaluation and research in the higher education sector. Since late 1996, the issue of improved information on international student flows has figured high on ACA's research agenda.

The information now available on international students in Europe is less than satisfactory. Currently, several sets of data are published regularly on student mobility, focusing on or including Europe, by organizations such as OECD, UNESCO or EUROSTAT, the EU's statistical office. The data contained in these publications are normally provided by the national statistical offices in each European country. Due to considerable differences in data collection procedures, as well as in underlying definitions of key descriptors, these data are not always comparable. Additionally, they provide information on a few basic parameters only, and they are usually quite out of date by the time of publication. More comprehensive efforts, such as a recent study by the European Institute of Education and Social Policy, have remained one-time exercises.

The members of ACA clearly have an interest in the availability of improved data on the flow of international students. All of the members have a role in the policy-making with regard to internationalization of higher education in their respective countries. In some of these countries, the inflow of foreign students, and the outbound mobility of their own nationals, has become an important issue in the higher education debate, be it for economic or more generally cultural considerations. Against this background, and clearly encouraged by the exemplary *Open Doors* project of IIE, ACA decided to launch a study into the feasibility of a regular data collection and publication exercise, the European Statistics on Student Mobility (ESSM).

In order to test the feasibility of such an undertaking, ACA has approached relevant institutions and individuals in all countries of Western Europe and most countries in the east of the continent, as well as in the

United States, Canada, Australia and Japan, to provide from their existing stock a set of data on international students in their countries, based on a set of single and combined descriptors which go beyond those of the publications noted above.

Examples are country or region of origin, level of study, gender, discipline, receiving region, etc. Answers that provided material of a sufficient quality to be included in the study were received from about half of the countries targeted. Again, not all of these provided sufficient material on each descriptor.

The ESSM project is going to result in two major outcomes. First, a publication, consisting of the systematized and annotated data received. This publication should come out at the end of 1998. It will consist of a presentation by country, as well as a comparative overview, organized along the lines of the main indicators used. Second, the experience of the data collection and the new insights thus provided, will be turned into a feasibility study. This study will try to answer the question if, by which methods, under which conditions, with which restrictions and at what cost a regular collection and publication of key statistical data on foreign students in Europe and other selected target countries would be possible.

Already at the present stage a number of findings have been identified. First, it became clear that it is possible to create a more comprehensive overview of study of foreign students than is available to date. Moreover, the background information acquired in the data collection exercise also provides a better understanding of the different realities behind these data.

Second, there are major gaps in terms of the availability of data both with regard to whole countries, or particular individual descriptors. It appears less than likely to be able to obtain a complete data set for each European country via the respective national agencies, be it for lack of collection of such data in the country concerned, or for problems with providing data which are, in principle, available. To circumvent these problems by asking for the material at the source (i.e., the individual higher education institution) would seem to be a less promising avenue to take than it turned out in the *Open Doors* case: the immense number of higher education institutions in Europe, and the to-be-expected reluctance to cooperate on the side of institutions already inundated with data requests, are only two obvious obstacles.

.../cont.

European Statistics on Student Mobility (ESSM)

Third, it has also become apparent that a regular data collection exercise will entail considerable cost, since most agencies would charge for the provision of data not published elsewhere. Even if the agencies in question do, in principle, have the data needed, the particular configuration requested would require them to engage in cost-producing processing work. Likewise, the human resource input to process and analyze the data received from the national sources will be considerable.

Fourth, and most importantly, the many different systems of higher education in Europe pose a major challenge to any statistics on student mobility that aims at even a moderate degree of comparability. Europe is a multi-country continent, and thus poses conditions unlike those in the United States. As a result, definitions of seemingly unambiguous indicators vary dramatically.

Some examples may illustrate this. The criterion "level of study" is problematic because of the extreme multitude of degrees and courses in European higher education. In some national systems, there is an Anglo-Saxon type of differentiation into an undergraduate (Bachelor) and graduate (Master) level; in others, not. Some systems of higher education comprise higher vocational training, others start only at a "higher" level. Data will differ accordingly. Also, the criterion "origin" is less than clear-cut if data received have already been aggregated. Some data providers work by a geographic concept of continents. Others include areas such as the "Middle East."

Even the use of a geographic definition does not make for complete comparability: a country like Turkey could be contained in aggregate data of Europe or of Asia. Even a category such as a "foreign student" is ambiguous. Foreign students can be defined by nationality (passport), country of permanent residence or country where the higher education certificate was obtained. Immigration laws influence the picture: in countries where the acquisition of the host nationality by immigrants is difficult, third or fourth generation immigrants will still be counted as foreign students, making comparison with other countries laborious, to put it mildly.

Especially with a view to the problem of lack of comparability between systems, and definitions, a preliminary conclusion from the ESSM project would be the need for more working in concert between European countries in terms of the data collected, and the definitions used in these exercises, in order to reach an enhanced degree of harmonization and thus, of comparability. The obvious actor to embark on such a venture would be the European Commission. In how far the Union's limited mandate for educational affairs, and the tendency of EU member states to defend their national structures, will stand in the way of such an endeavor, remains to be seen.

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DESTINATIONS OF U.S. STUDENTS STUDYING OVERSEAS

8

STUDY ABROAD

Over the past decade the number of U.S. students receiving academic credit for study abroad as reported in *Open Doors* has increased from 48,483 to 99,448. Much of this growth occurred during the late 1980s. During the early years of this decade, enrollments increased only 2% a year on an annualized basis until 1994/95, which saw a strong 10% increase over the previous year. Last year the increase was 5.7%, and this year study abroad participation jumped by 11.4%.

The leading destinations for U.S. study-abroad students are the nations of Western Europe, especially the United Kingdom, Italy, Spain and France. Recently, however, a more diverse group of destinations, including Japan and Australia, has seen gradual enrollment increases.

Research institutions send the largest number of students abroad each year, sending over 42% of all study-abroad students. The leading major of study-abroad participants is the humanities and social sciences (34%). Over the last ten years, nontraditional fields such as business and the technical fields have seen small increases, while the traditional study abroad areas of the humanities, social sciences and foreign languages have seen proportionate decreases. This year, the percentage of students majoring in foreign languages fell by 1.4%.

While numbers of study-abroad enrollments have increased, the length of the sojourn is still rather brief: 54% of students study abroad for one semester or less and only 10% for an academic year. This trend towards ever-shorter sojourns appears to be quite robust.

The junior year abroad model still dominates: 41.3% of study-abroad students go during that year. Graduate students are a very small proportion (7.8%) of all study-abroad enrollments. Most study-abroad students are female (64.9%) and white (83.9%).

This year IIE sought to expand participation in the study-abroad survey. A letter of invitation to participate was sent to all colleges and universities that host international students but did not participate in the study-abroad survey. Over 1,300 institutions received the invitation to participate. Only 58 additional institutions reported that they had study abroad students and that they had the ability to report those students to IIE. This year survey forms were sent to 1,234 accredited colleges and universities throughout the United States. Information was obtained from 1,046 (84.7%) of the surveyed institutions. This overall survey response rate is comparable to last year's 84.4% rate of return. The data reflects credit received for study abroad participation in 1996/97 including the 1997 summer term.

8.0

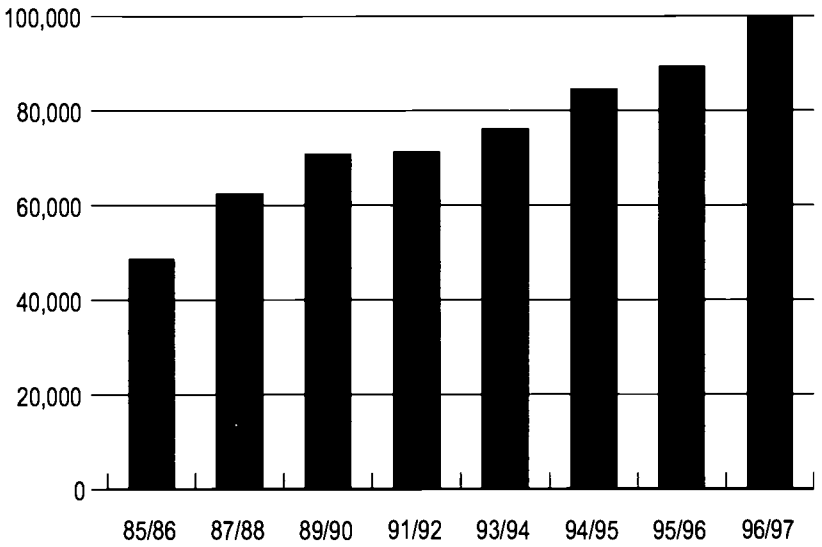
HOST REGION OF U.S. STUDY-ABROAD STUDENTS, 1985/86 - 1996/97

	Percent of U.S. Study-Abroad Students							
Host Region	**1985/86**	**1987/88**	**1989/90**	**1991/92**	**1993/94**	**1994/95**	**1995/96**	**1996/97**
Africa	1.1	1.2	1.3	1.8	1.9	2.2	2.3	2.6
Asia	5.4	6.1	5.0	5.9	6.5	6.4	6.4	6.1
Europe	79.6	75.4	76.7	71.3	67.4	65.5	64.8	64.5
Latin America	7.0	9.2	9.4	12.3	13.4	13.7	15.4	15.3
Middle East	4.0	4.7	2.7	2.7	2.8	3.3	2.1	1.9
North America	0.9	1.4	0.8	0.9	0.7	0.7	0.7	0.7
Oceania	0.9	1.2	1.9	3.1	3.4	4.3	4.4	4.4
Multiple Regions	1.0	0.8	2.2	2.1	3.8	3.8	4.0	4.6
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Students Reported	**48,483**	**62,341**	**70,727**	**71,154**	**76,302**	**84,403**	**89,242**	**99,448**

8.a

MORE U.S. STUDENTS ARE GOING ABROAD

During the mid-1990s the number of U.S. students studying abroad has grown substantially.



As in past years, Europe was by far the favorite destination for Americans who studied abroad in 1996/97: 64.5% chose to study there. After Europe was Latin America, hosting 15.3% of Americans studying abroad. Asia attracted 6.1%, Oceania 4.4%, Africa 2.6%, the Middle East 1.9%, and North America (Canada and Bermuda) only 0.7%. The most noteworthy changes since 1985/86 are that the share of Americans studying in Europe has fallen by nearly 18% while the share going to Latin America has more than doubled, from 7% to 15.3%. Six of the top ten receiving countries were in Western Europe, and they hosted over 55% of all U.S. students studying overseas. The top ten countries of destination hosted the vast majority (70%) of all American students studying overseas.

The United Kingdom hosted 22.9% of the American students, followed by Italy, Spain and France with about 9% each. The next six host countries were Mexico (6.9%), Australia and Germany (4% each), Costa Rica, Japan and Ireland (2% each).

8.1

HOST REGION AND COUNTRIES OF U.S. STUDY-ABROAD STUDENTS, ACADEMIC YEAR 1995/96 - 1996/97

Region/ Locality	Total 1995/96	Total 1996/97	% Change
AFRICA	**2,027**	**2,564**	**26.5**
Eastern Africa	**815**	**1,040**	**27.6**
Burundi	0	1	-
Eritrea	1	23	2,200.0
Ethiopia	3	6	100.0
Kenya	683	530	-22.4
Madagascar	52	41	-21.2
Malawi	1	0	-100.0
Mozambique	1	0	-100.0
Reunion	2	0	-100.0
Rwanda	0	1	-
Tanzania	70	111	58.6
Uganda	0	17	-100.0
Zambia	1	8	700.0
Zimbabwe	1	302	30,100.0
Central Africa	**79**	**56**	**-29.1**
Cameroon	79	55	-30.4
Zaire/Congo	0	1	-
North Africa	**323**	**325**	**0.6**
Egypt	226	247	9.3
Morocco	85	69	-18.8
Tunisia	12	9	-25.0
Southern Africa	**371**	**507**	**36.7**
Botswana	32	32	0.0
Namibia	35	61	74.3
South Africa	297	414	39.4
Swaziland	7	0	-100.0
Western Africa	**423**	**636**	**50.4**
Benin	0	1	-
Burkina Faso	1	1	0.0
Cape Verde	0	5	-100.0
Côte d'Ivoire	31	37	19.4
Gambia	7	8	14.3
Ghana	285	405	42.1
Liberia	0	1	-
Mali	0	12	-
Niger	21	18	-14.3
Nigeria	18	34	88.9
Senegal	59	109	84.7
Sierra Leone	0	2	-
Togo	1	3	200.0
Africa, Unspecified	16	0	-100.0

Region/ Locality	Total 1995/96	Total 1996/97	% Change
ASIA	**5,699**	**6,046**	**6.1**
Eastern Asia	**4,413**	**4,477**	**1.5**
China	1,396	1,627	16.5
Hong Kong	424	308	-27.4
Japan	2,010	2,018	0.4
Korea, Rep. of	411	380	-7.5
Taiwan	172	144	-16.3
South/Central Asia	**669**	**781**	**16.7**
Bangladesh	13	0	-100.0
India	470	601	27.9
Kazakhstan	0	2	-
Kyrgyzstan	4	0	-100.0
Nepal	163	151	-7.4
Pakistan	3	0	-100.0
Sri Lanka	11	26	136.4
Uzbekistan	5	1	-80.0
Southeast Asia	**616**	**788**	**27.9**
Cambodia	0	1	-
Indonesia	170	209	22.9
Malaysia	23	43	87.0
Philippines	60	71	18.3
Singapore	83	180	116.9
Thailand	207	221	6.8
Vietnam	73	63	-13.7
Asia, Unspecified	1	0	-100.0
EUROPE	**57,785**	**64,109**	**10.9**
Eastern Europe	**2,938**	**2,924**	**-0.5**
Albania	7	0	-100.0
Armenia	1	0	-100.0
Belarus	1	1	0.0
Bosnia & Her.	11	25	127.3
Bulgaria	44	76	72.7
Croatia	1	9	800.0
Czech Republic	600	656	9.3
Estonia	32	5	-84.4
Hungary	381	405	6.3
Latvia	10	8	-20.0
Lithuania	3	15	400.0
Moldova	12	1	-91.7
Poland	171	310	81.3
Romania	32	38	18.8

Region/ Locality	Total 1995/96	Total 1996/97	% Change
Russia	1,482	1,205	-18.7
Slovakia	7	22	214.3
Slovenia	0	10	-
Ukraine	74	52	-29.7
Yugoslavia -former	57	86	50.9
E. Europe, Unspec.	12	0	-100.0
Western Europe	**54,840**	**61,167**	**11.5**
Austria	1,486	1,621	9.1
Belgium	484	344	-28.9
Denmark	510	637	24.9
Finland	145	146	0.7
France	7,749	8,362	7.9
Germany	3,552	3,815	7.4
Gibraltar	2	0	-100.0
Greece	898	988	10.0
Iceland	9	10	11.1
Ireland	1,594	1,926	20.8
Italy	7,890	9,074	15.0
Luxembourg	292	315	7.9
Malta	38	38	0.0
Monaco	1	2	100.0
Netherlands	707	929	31.4
Norway	100	135	35.0
Portugal	16	46	187.5
Spain	8,135	8,840	8.7
Sweden	349	380	8.9
Switzerland	754	772	2.4
United Kingdom	20,062	22,787	13.6
W. Europe, Unspec.	67	0	-100.0
Europe, Unspec.	7	18	157.1
LATIN AMERICA	**13,726**	**15,201**	**10.7**
Caribbean	**1,299**	**1,602**	**23.3**
Anguilla	0	19	-
Bahamas	287	315	9.8
Barbados	49	115	134.7
British Virgin Islands	0	18	-
Cayman Islands	46	29	-37.0
Cuba	53	104	96.2
Dominica	21	0	-100.0
Dominican Rep.	266	370	39.1
Guadeloupe	0	61	-
Haiti	16	17	6.3

8.1 (cont.)

HOST REGION AND COUNTRIES OF U.S. STUDY-ABROAD STUDENTS, ACADEMIC YEAR 1995/96 - 1996/97

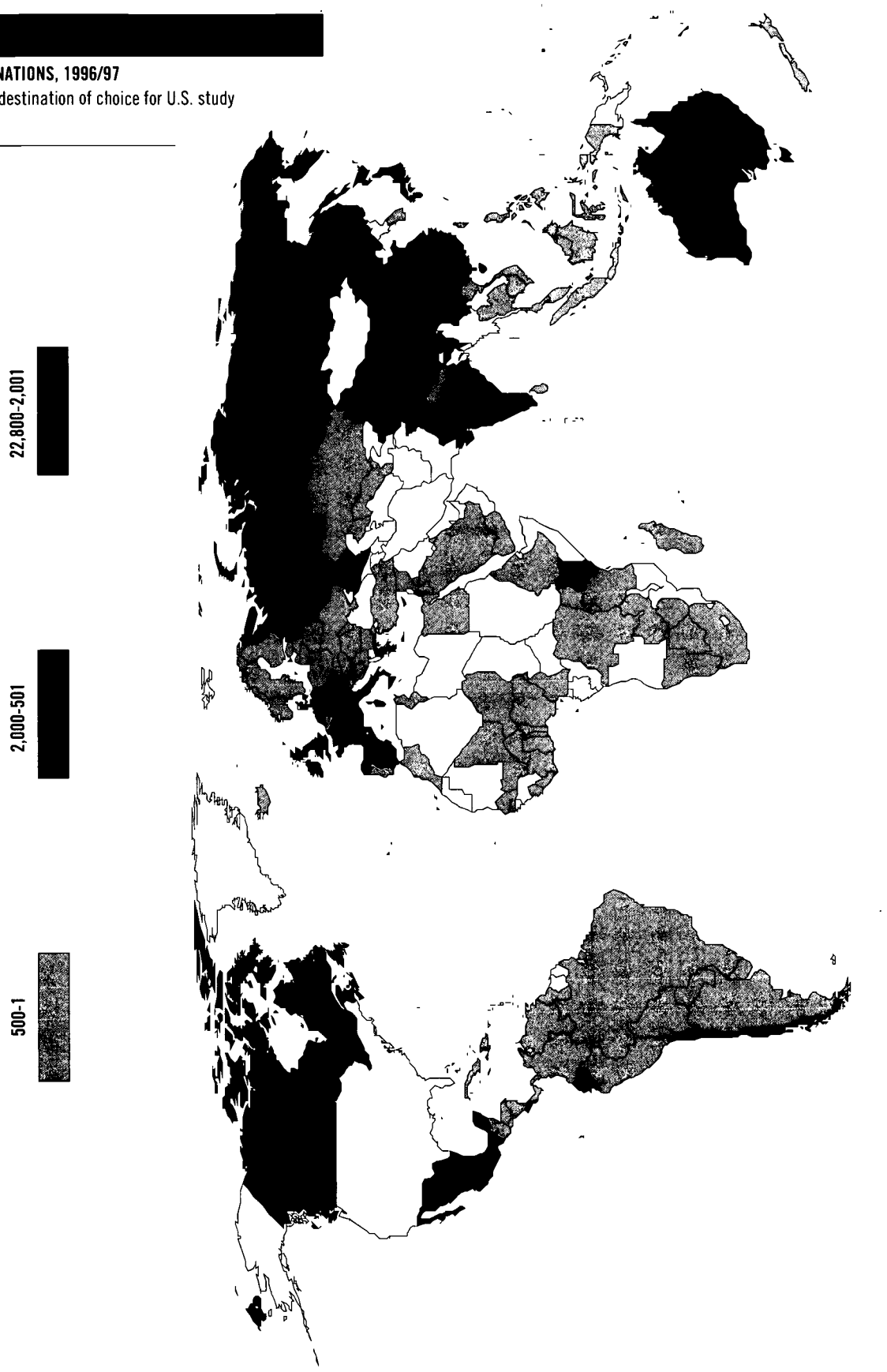
Region/ Locality	Total 1995/96	Total 1996/97	% Change
Jamaica	339	276	-18.6
Martinique	78	51	-34.6
Montserrat	0	0	0.0
Neth. Antilles	0	15	-
St. Lucia	4	5	25.0
Trinidad & Tobago	53	35	-34.0
Turks & Caicos Isle.	11	12	9.1
Windward Islands	0	8	-
Caribbean, Unspec.	76	152	100.0
Cntrl. Am/Mexico	**9,606**	**10,384**	**8.1**
Belize	370	344	-7.0
Costa Rica	2,298	2,609	13.5
El Salvador	12	46	283.3
Guatemala	289	241	-16.6
Honduras	272	197	-27.6
Mexico	6,220	6,865	10.4
Nicaragua	93	50	-46.2
Panama	22	31	40.9
Mexico & Cent Am., Unspec.	30	1	-96.7
SOUTH AMERICA	**2,794**	**3,215**	**15.1**
Argentina	311	407	30.9
Bolivia	65	27	-58.5
Brazil	386	424	9.8
Chile	605	714	18.0
Colombia	114	110	-3.5
Ecuador	925	1,122	21.3
Guyana	32	2	-93.8
Paraguay	3	10	233.3
Peru	111	218	96.4
Uruguay	35	14	-60.0
Venezuela	207	167	-19.3
Latin America, Unspecified	27	0	-100.0

Region/ Locality	Total 1995/96	Total 1996/97	% Change
MIDDLE EAST	**1,859**	**1,894**	**1.9**
Bahrain	0	1	-
Cyprus	4	7	75.0
Israel	1,667	1,718	3.1
Jordan	54	14	-74.1
Kuwait	3	2	-33.3
Saudi Arabia	0	2	-
Syria	10	1	-90.0
Turkey	102	129	26.5
Yemen	1	20	1,900.0
Middle East, Unspecified	18	0	-100.0
NORTH AMERICA	**653**	**699**	**7.0**
Bermuda	0	17	-
Canada	653	682	4.4
OCEANIA	**3,884**	**4,379**	**12.7**
Australia	3,313	3,870	16.8
Cook Islands	1	0	-100.0
Fed. States of Micronesia	27	22	-18.5
Fiji	4	2	-50.0
French Polynesia	7	20	185.7
Marshall Islands	0	3	-
New Zealand	401	455	13.5
Palau	22	0	-100.0
Papua New Guinea	3	0	-100.0
Solomon Islands	0	1	-
Tonga	62	0	-100.0
Vanuatu	2	1	-50.0
Western Samoa	42	5	-88.1
Multi-country	**3,605**	**4,551**	**26.2**
TOTAL	**89,242**	**99,448**	**11.4**

8.b

STUDY ABROAD DESTINATIONS, 1996/97

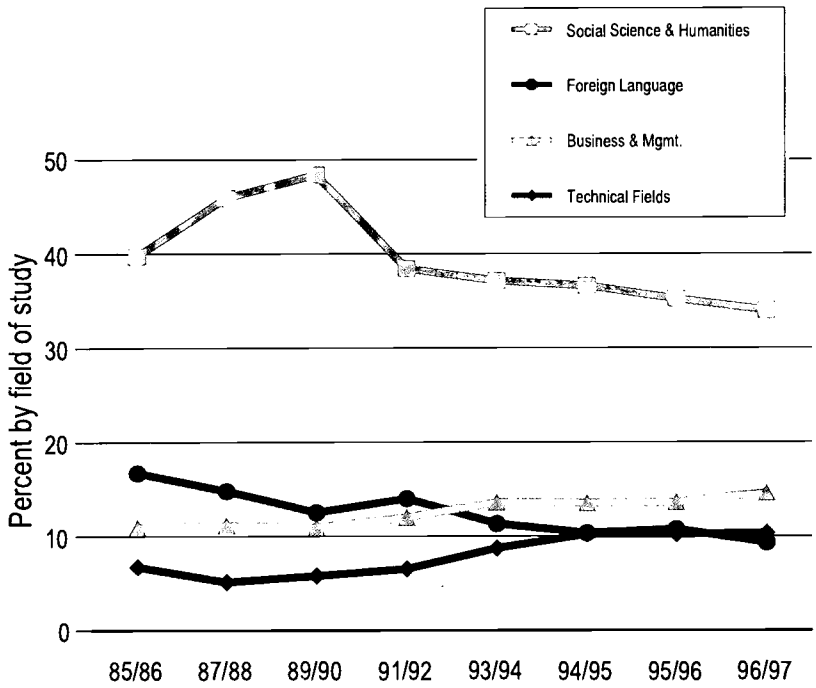
Western Europe is the destination of choice for U.S. study abroad students.



8.c

BUSINESS OR PHILOSOPHY?

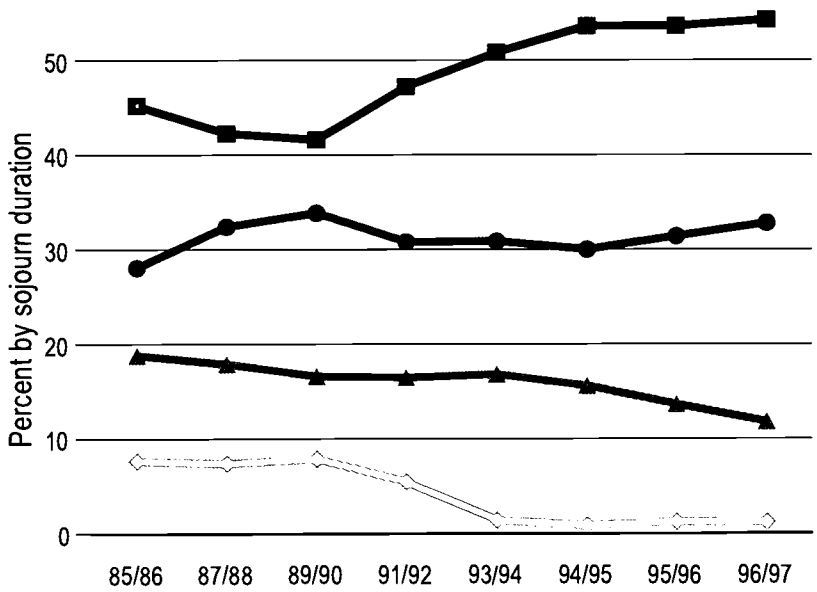
Since 1990 the proportion of U.S. students studying abroad who major in languages, social science and humanities has been dropping.

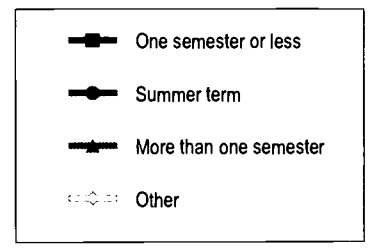


8.d

STUDY-ABROAD DURATIONS, 1985/86-1996/97

The length of student sojourns has been getting shorter over the past 10 years.





ABOUT THE SOJOURN

Americans who study abroad do so for very different reasons than foreign students who come to study in the United States. In contrast to foreign nationals in this country, Americans abroad have home-campus majors largely in the humanities and social sciences, with relatively few in engineering and in hard science fields. In 1996/97, the largest group of U.S. students who went abroad to study majored in social sciences and humanities (34%). The second largest group studied toward degrees in business (14.6%). Relatively large shares of the Americans who studied abroad majored in foreign languages (9.3%). The fields of engineering, physical and life sciences, and math and computer sciences combined for only 10%.

These field-of-study patterns have been changing over time, albeit slowly. Since 1990 the proportion of U.S. students who study abroad and major in both the social sciences and humanities or in foreign languages has been dropping, while the share majoring in business, the technical fields and a wide range of other fields has stayed flat or increased slightly. Over 54% of students studying abroad did so for the duration of one semester or less, while only 10% spent the entire academic year in the host country. The second most popular time period for a sojourn was the summer term (32%).

8.2

FIELD OF STUDY AND DURATION OF U.S. STUDY ABROAD, SELECTED YEARS 1985/86 - 1996/97

	Percent of Study Abroad Students								
Field of study	**1985/86**	**1987/88**	**1989/90**	**1991/92**	**1993/94**	**1994/95**	**1995/96**	**1996/97**	**1996/97 Students**
Social Science & Humanities	39.7	45.9	48.4	38.4	37.1	36.6	35.2	34.0	33,799
Business & Management	10.9	11.1	10.9	12.0	13.6	13.5	13.9	14.6	14,488
Foreign Languages	16.7	14.8	12.5	14.0	11.3	10.3	10.7	9.3	9,226
Other	8.2	6.8	6.8	7.6	7.7	6.4	7.5	7.8	7,774
Fine or Applied Arts	6.9	6.4	6.1	9.9	7.7	9.0	6.8	7.1	7,020
Physical Sciences	3.8	2.5	3.7	3.8	5.3	6.8	6.8	6.8	6,776
Dual Major	-	-	-	-	3.6	4.1	4.7	4.9	4,872
Education	4.1	4.0	4.6	5.7	4.0	3.8	3.7	4.3	4,300
Undeclared	4.2	3.8	3.4	4.1	3.6	3.3	3.9	3.9	3,893
Health Sciences	1.7	1.4	1.1	1.1	1.7	2.1	2.3	2.7	2,652
Engineering	1.6	1.4	1.3	1.6	2.3	2.2	2.1	1.9	1,893
Math or Computer Science	1.3	1.2	0.8	1.1	1.1	1.2	1.3	1.6	1,587
Agriculture	1.0	0.7	0.4	0.7	0.9	0.7	1.0	1.2	1,165
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**99,448**

	Percent of Study Abroad Students								
Duration	**1985/86**	**1987/88**	**1989/90**	**1991/92**	**1993/94**	**1994/95**	**1995/96**	**1996/97**	**1996/97 Students**
One Semester	37.3	35.0	35.2	37.5	37.2	39.4	39.4	40.2	39,932
Summer Term	28.1	32.4	33.9	30.8	30.9	30.0	31.4	32.8	32,639
Academic Year	17.7	17.5	15.9	15.9	14.3	14.0	12.1	10.7	10,673
January Term	-	-	-	-	5.6	6.9	5.6	6.8	6,765
One Quarter	7.9	7.3	6.4	9.7	6.3	4.8	5.1	4.0	3,937
Fewer than 8 weeks	-	-	-	-	1.7	2.5	3.5	3.3	3,238
Other	7.7	7.4	7.9	5.5	1.4	0.9	1.3	1.2	1,216
Two Quarters	-	-	-	-	2.0	1.1	0.9	0.9	899
Calender Year	1.1	0.4	0.7	0.6	0.5	0.5	0.7	0.2	149
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**99,448**

ABOUT THE INSTITUTIONS

Institutions that sponsor and accept study abroad credits are of all Carnegie types. Traditionally, study abroad experiences were pioneered at selective liberal arts institutions. Today, however, research institutions sponsor the largest proportion, about 43%, of study abroad students.

Students may access study abroad programs in a variety of ways. Institutions and their study abroad offices develop and manage their own programs, and they and independent consortia may administer programs for other institutions.

Nearly 73% of study abroad students completed their sojourns under the auspices of their own home institution, while 27% did so under the auspices of other institutions or consortial organizations.

Institutions provided a range of financing options for student sojourns. Fully 54% of reporting institutions indicated that all aid was available to students for study abroad under any sponsorship arrangement. The balance reported some limitations on aid, either state or institutional, for study abroad.

8.3
INSTITUTIONAL TYPE, PROGRAM SPONSORSHIP AND FINANCIAL SUPPORT, 1993/94 - 1996/97

Carnegie Category	1993/94 Percent	1994/95 Percent	1995/96 Percent	1996/97 Percent	1996/97 Average	1996/97 Students
Research I&II	40.2	41.1	43.6	42.8	370	42,522
Master's I&II	19.0	18.5	19.0	20.7	70	20,591
Baccalaureate I&II	20.8	21.5	21.2	20.6	62	20,481
Doctoral I&II	14.9	14.5	12.2	11.9	151	11,791
Associate	2.9	2.3	2.6	2.4	19	2,408
Other Institutions	2.2	2.1	1.5	1.7	17	1,655
Total	**100.0**	**100.0**	**100.0**	**100.0**		**99,448**

Program Sponsorship	1993/94 Percent	1994/95 Percent	1995/96 Percent	1996/97 Percent	1996/97 Students
Solely own institution	73.4	71.2	71.9	72.9	72,501
Other institutions/organizations	26.6	28.8	28.1	27.1	26,947
Total	**100.0**	**100.0**	**100.0**	**100.0**	**99,448**

Institutional Financal Support	1993/94 Percent of Respondents	1994/95 Percent of Respondents	1995/96 Percent of Respondents	1996/97 Percent of Respondents	1996/97 Reporting Institutions
a) Aid for all institutionally approved study abroad programs	46.2	62.3	54.0	54.6	431
b) Aid for institutionally approved study abroad programs but not other study abroad programs	17.0	12.0	16.2	15.9	126
d) Other	11.4	7.9	10.6	10.1	80
c) Do not know	16.2	1.6	8.7	8.9	70
e) Federal or state aid but no institutional aid	7.2	6.5	7.8	7.5	59
f) Federal aid but not state or institutional aid	2.0	9.8	2.7	3.0	24
Total	**100.0**	**100.0**	**100.0**	**100.0**	
Number of Responding Institutions	**631**	**573**	**772**	**790**	

Sidebar

The Case for the International Liberal Arts College

Terance Bigalke and Richard Miller

Beloit College

MARK Twain is well known for quoting British Prime Minister Benjamin Disraeli's line about there being three kinds of lies: "Lies, damn lies and statistics." Whether we like it or not, study abroad statistics are by no means exempt from this truism. Consider, for example, the *Open Doors* list of schools with the largest international student enrollments, and the largest number of students studying abroad. You will quickly notice that 24 of 25 are large universities. Given this information, based upon absolute numbers, it would be easy to conclude that international students and international education is limited to the largest institutions in the country.

Fortunately for U.S. higher education, there is much more of a story than these figures suggest, but it won't be found at these large universities so much as on the small, U.S. four-year liberal arts campuses unique in the world. For many of them, international education is not a side dish on the curricular menu; it occupies the very core of institutional values. You feel this when you step onto these campuses, set foot in their classrooms, talk with their students and faculties. You see it when you examine not the raw numbers but rather the percentages of international students on their campuses, and of students who study abroad. Only then can you realize that these schools contribute to international education and cross-cultural understanding in measures disproportionate to their size.

Consider further the "International 50," a group of undergraduate liberal arts and sciences colleges that have demonstrated a high level of commitment and achievement in international education. "In the International Interest," the report issued by those leading colleges at the start of this decade, documents a campus environment where international education is central to the college mission. Each year they send on average over 8.5% of their students abroad, resulting in nearly 34% of their students having studied abroad by the time they graduate. Conversely, they receive international students at a higher rate, averaging nearly 4% of their student enrollments, with many International 50 campuses ranging from 5 to 13%. The figures are even more impressive today than at the time of the report.

How do these statistics translate on the ground? Envision the dynamics of the average small classroom where four out of ten students hold citizenship in one of 50 countries, or are back from or preparing to depart for study abroad in 30 nations. An economics debate on IMF austerity policies takes on new meaning when students have felt or seen the severe pinch of these measures etched onto the faces of those they have recently lived with in Indonesia or Russia. Discussion of mosquito vectors in a microbiology course moves quickly beyond mere theory when students bring with them

a first-hand understanding of social conditions where dengue fever and malaria are constant concerns. The professors teaching these classes are better enabled to mine the rich experiences of their students because of their own propensity to engage in international research and speak a foreign language. Liberal arts colleges' emphasis on residential life and community means greater exposure to cultural diversity for all students as they interact with internationally-oriented roommates, floormates and housemates. Whatever imperfections may exist in the resulting interactions, they routinely present opportunities for dialogue and cross-cultural learning in everyday life.

Why does this matter? We would hope, of course, that the stronger commitment to international education would also promote more international understanding, and the examples of it having done so are abundant. But we can also point to the "harder" measures of educational outcomes, as the "products" of these efforts—our students—go on to make their careers in international fields. Objectively speaking, they are far more likely to build careers in international professions or world of ideas. While only 1.8% of baccalaureate degrees awarded nationwide comes from the International 50 set of institutions, they produce:

- 10.4% of the graduate students in schools of international affairs
- 9.1% of students earning Ph.D.s in all international fields
- 10% of U.S. ambassadors, and 9 percent of foreign service officers
- a student body 5.3 times more likely to major in foreign languages and area studies than their college peers nationally, 2.5 times more likely to join the Peace Corps, and 4 times more likely as lawyers to practice international law.

Liberal arts colleges can and do make important contributions to American higher education as a whole and international education in particular. Yet in statistical measures that emphasize absolute numbers rather than relative percentages of effort, their smaller student enrollments omit them from the screen of view, and obscure their leadership in the field of international education. What they are doing is not new for these colleges, but stems from well-established historical missions, rooted deeply within their educational ethos yet able to respond to the latest global challenges. These challenges are many and the resources required to meet them must be recognized within and gathered from among all segments of the higher education community, not least the international liberal arts colleges.

Terance Bigalke is director of the World Affairs Center at Beloit College. Richard Miller is director of Institutional Research at Beloit College.

ABOUT THE STUDENTS

The vast majority (92%) of the study abroad population was at the undergraduate (bachelor and associate) level. Of those whose academic level was known, the largest group was juniors (41%), followed by seniors (18%), sophomores (13%) and freshmen (2%).

Less than 8% of the U.S. students who studied abroad for credit were graduate students. This proportion has remained stable over the past eight years. This contrasts sharply with the European nationals studying in the United States, about 40% of whom were at the graduate level in 1996/97.

The sex distribution of the U.S. students who travel abroad for study was the inverse of that of the foreign students in the United States. Just over one-third (35%) of the U.S. students abroad were male, while a corresponding two thirds were female (65%). The male-to-female ratio among U.S. students studying abroad has remained stable since the 1980s.

8.4

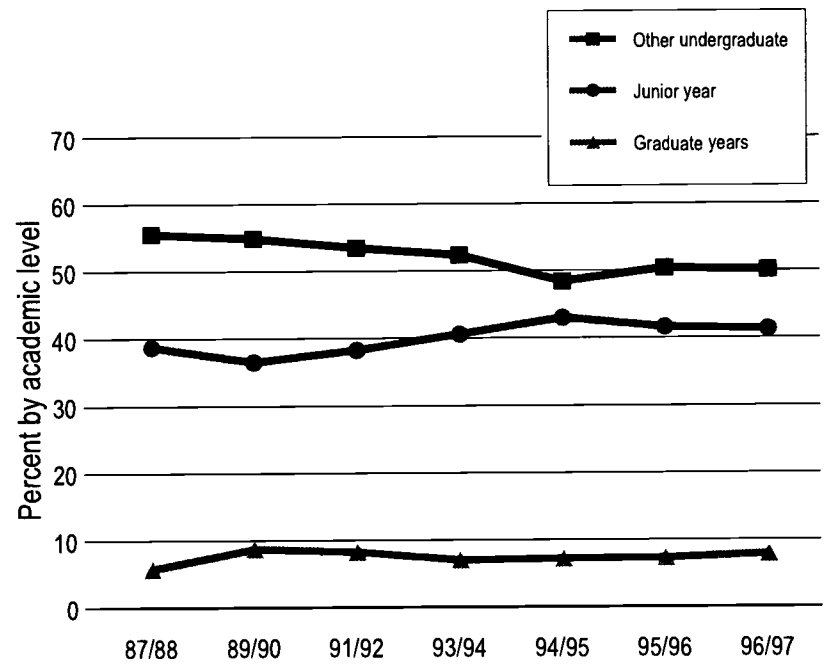
PROFILE OF U.S. STUDY ABROAD STUDENTS, 1993/94 - 1996/97

The characteristics of the typical U.S. study abroad student have changed little over the past four years. The typical student is a white female who takes a junior year abroad.

	Precent of U.S. Study Abroad Students				
Academic level	**1993/94**	**1994/95**	**1995/96**	**1996/97**	**1996/97 Students**
Junior	40.6	43.0	41.6	41.3	41,089
Senior	15.6	16.3	16.2	18.3	18,187
Bachelor's, Unspecified	19.1	17.5	18.1	14.7	14,569
Sophomore	11.8	10.8	12.1	12.8	12,684
Master's	4.0	4.1	3.7	4.2	4,201
Graduate, Unspecified	2.3	2.6	3.2	3.3	3,305
Freshman	3.5	2.5	2.0	2.4	2,422
Associate	1.6	1.3	2.0	1.9	1,921
Other	0.8	1.5	0.7	0.8	780
Doctoral	0.7	0.5	0.4	0.3	290
Total	**100.0**	**100.0**	**100.0**	**100.0**	**99,448**
Sex					
Female	62.9	62.2	65.3	64.9	64,574
Male	37.1	37.8	34.7	35.1	34,874
Total	**100.0**	**100.0**	**100.0**	**100.0**	**99,448**
Race/Ethnicity					
White	83.8	86.4	84.4	83.9	83,475
Hispanic-American	5.0	4.5	5.0	5.1	5,120
Asian-American	5.0	4.9	5.1	5.0	4,969
African-American	2.8	2.8	2.9	3.5	3,485
Multiracial	3.1	1.1	2.3	2.1	2,071
Native American	0.3	0.3	0.3	0.3	328
Total	**100.0**	**100.0**	**100.0**	**100.0**	**99,448**

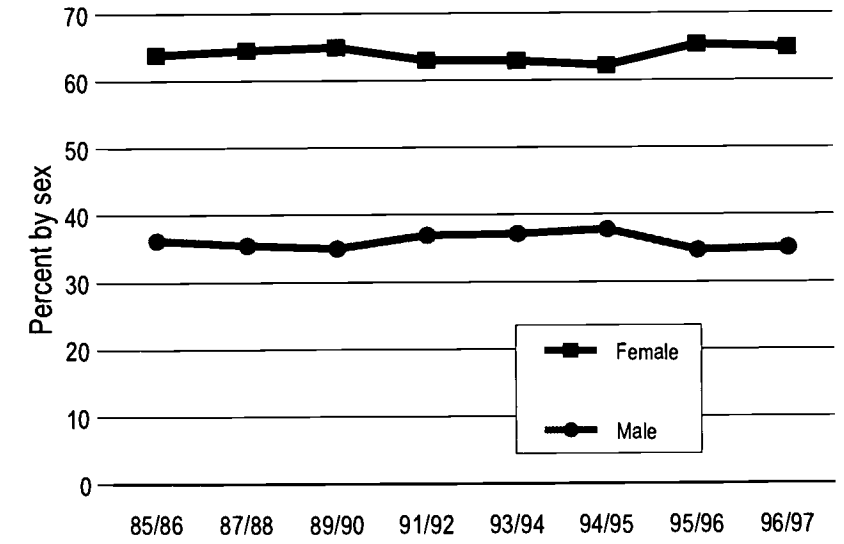
8.e

STUDY ABROAD ENROLLMENTS BY ACADEMIC LEVEL



8.f

STUDY ABROAD ENROLLMENTS BY SEX



According to survey respondents, American students who participate in study abroad programs are largely white (84%). Hispanic and Asian-Americans constitute about 5% each of the study abroad total. African-Americans were 3.5% and Native Americans were 0.3% of all study abroad students, while 2.1% were identified as multiracial. Some caution must be exercised in interpreting these results, as most institutions do not track study abroad students by their race or ethnicity. Only about 40% of all reported study abroad students were so identified.

The following tables present U.S. academic institutions with the largest number of students studying abroad, ranked by total number of study abroad students. The following tables include the top 30 institutions in each Carnegie Classification category, as described in chapter 5 (Research, Doctoral, Master's, Baccalaureate, and Associate degree institutions), that sent the largest number of students abroad.

8.5

STUDY ABROAD ENROLLMENTS BY INSTITUTIONAL TYPE: TOP 30 RESEARCH INSTITUTIONS,* 1996/97

Rank	Research Institutions	City	State	Study Abroad Students	Total Enrollment
1	University of Pennsylvania	Philadelphia	PA	1,218	21,869
2	Boston University	Boston	MA	1,197	29,400
3	University of Texas at Austin	Austin	TX	1,131	48,008
4	Michigan State University	East Lansing	MI	1,079	42,603
5	University of Wisconsin-Madison	Madison	WI	1,019	40,196
6	University of Michigan-Ann Arbor	Ann Arbor	MI	900	36,525
7	University of IL. Urbana-Champaign	Champaign	IL	880	36,019x
8	Syracuse University	Syracuse	NY	838	14,557
9	Indiana University at Bloomington	Bloomington	IN	827	34,937
10	Univ. of North Carolina Chapel Hill	Chapel Hill	NC	822	24,189
11	Brigham Young University	Provo	UT	776	32,161
12	University of Notre Dame	Notre Dame	IN	774	10,275
13	PA State Univ-Univ Park Campus	University Park	PA	761	40,000
14	Georgetown University	Washington	DC	761	13,481
15	University of Colorado at Boulder	Boulder	CO	761	25,109
16	University of Arizona	Tucson	AZ	751	33,504
17	Texas A&M University	College Station	TX	714	41,461
18	University of Delaware	Newark	DE	709	21,166
19	Duke University	Durham	NC	708	11,589
20	Ohio State University Main Campus	Columbus	OH	693	48,278
21	University of Minnesota-Twin Cities	Minneapolis	MN	681	37,615
22	University of Georgia	Athens	GA	629	29,693
23	Cornell University	Ithaca	NY	620	18,890
24	University of Virginia-Main Campus	Charlottesville	VA	603	18,131
25	Florida State University	Tallahassee	FL	600	30,519
26	University of Southern California	Los Angeles	CA	591	27,792
27	University of Washington	Seattle	WA	586	38,881
28	University of Oregon-Main Campus	Eugene	OR	580	17,207
29	Iowa State Univ of Science & Tech.	Ames	IA	576	25,384
30	Univ. of Massachusetts at Amherst	Amherst	MA	547	23,932

* *The University of California system-wide study abroad office is housed at UC-Santa Barbara: Total University of California participation in the system-wide study abroad program includes 1,676 students.*

8.6

**STUDY ABROAD ENROLLMENTS BY INSTITUTIONAL TYPE:
TOP 30 DOCTORAL INSTITUTIONS, 1996/97**

Rank	Doctoral Institutions	City	State	Study Abroad Students	Total Enrollment
1	Miami University-Oxford Campus	Oxford	OH	977	16,000
2	American University	Washington	DC	580	11,093
3	George Mason University	Fairfax	VA	490	23,826
4	Pepperdine University	Malibu	CA	462	7,802
5	Southern Methodist University	Dallas	TX	445	9,708
6	Georgia State University	Atlanta	GA	439	24,300
7	Ball State University	Muncie	IN	414	18,528
8	Boston College	Chestnut Hill	MA	404	14,271
9	Baylor University	Waco	TX	400	12,472
10	University of Southern Mississippi	Hattiesburg	MS	339	14,117
11	Wake Forest University	Winston-Salem	NC	333	6,001
12	University of New Hampshire	Durham	NH	306	12,209
13	Illinois State University	Normal	IL	285	20,045
14	Texas Christian University	Fort Worth	TX	279	7,273
15	SUNY at Binghamton	Binghamton	NY	270	12,156
16	University of Alabama	Tuscaloosa	AL	267	18,508
17	College of William & Mary	Williamsburg	VA	252	7,722
18	University of Denver	Denver	CO	241	8,642
19	Western Michigan University	Kalamazoo	MI	221	25,699
20	University of North Texas	Denton	TX	214	25,026
21	DePaul University	Chicago	IL	207	17,300
22	Northern Arizona University	Flagstaff	AZ	186	19,618
23	San Diego State University	San Diego	CA	183	29,898
24	Bowling Green State University	Bowling Green	OH	171	17,000
25	University of Toledo	Toledo	OH	165	20,307
26	Portland State University	Portland	OR	157	14,863
27	Northern Illinois University	Dekalb	IL	154	21,609
28	University of Montana	Missoula	MT	150	12,124
29	Univ. of North Carolina Greensboro	Greensboro	NC	145	12,300
30	Worcester Polytechnic Institute	Worcester	MA	143	3,756

8.7

**STUDY ABROAD ENROLLMENTS BY INSTITUTIONAL TYPE:
TOP 30 MASTER'S INSTITUTIONS, 1996/97**

Rank	Master's Institutions	City	State	Study Abroad Students	Total Enrollment
1	University of Northern Iowa	Cedar Falls	IA	859	13,108
2	University of St. Thomas	Saint Paul	MN	550	10,436
3	James Madison University	Harrisonburg	VA	427	13,714
4	SUNY College at Brockport	Brockport	NY	422	8,723
5	Calvin College	Grand Rapids	MI	397	4,085
6	Santa Clara University	Santa Clara	CA	381	7,863
7	Elon College	Elon College	NC	370	3,685
8	Appalachian State University	Boone	NC	336	12,108
9	Western Washington University	Bellingham	WA	328	11,476
10	Truman State University	Kirksville	MO	310	6,500
11	Slippery Rock University of PA.	Slippery Rock	PA	304	7,038
12	Samford University	Birmingham	AL	287	4,485
13	Pacific Lutheran University	Tacoma	WA	285	3,550
14	University of Evansville	Evansville	IN	278	2,796
15	University of Richmond	Richmond	VA	273	3,328
16	University of Dayton	Dayton	OH	263	12,000
17	Harding University	Searcy	AR	252	4,086
18	Kentucky Institute for Intl Studies	Murray	KY	245	16,000
19	Villanova University	Villanova	PA	240	10,141
20	Linfield College	Mcminnville	OR	232	1,551
21	Ithaca College	Ithaca	NY	230	5,800
22	University of Wisconsin-Eau Claire	Eau Claire	WI	230	10,484
23	Grand Valley State University	Allendale	MI	227	15,676
24	University of Wisconsin-Stevens Point	Stevens Point	WI	223	8,456
25	Loyola College in Maryland	Baltimore	MD	220	6,241
26	Saint Mary's College of California	Moraga	CA	218	4,000
27	Rollins College	Winter Park	FL	203	3,356
28	Webster University	Saint Louis	MO	200	13,734
29	SUNY College at Geneseo	Geneseo	NY	192	5,245
30	SUNY College at Oswego	Oswego	NY	191	7,802

8.8

**STUDY ABROAD ENROLLMENTS BY INSTITUTIONAL TYPE:
TOP 30 BACCALAUREATE INSTITUTIONS, 1996/97**

Rank	Baccalaureate Institutions	City	State	Study Abroad Students	Total Enrollment
1	St. Olaf College	Northfield	MN	599	2,873
2	Colgate University	Hamilton	NY	427	2,849
3	College of St. Benedict/ St. John	St. Joseph	MN	417	1,980
4	DePauw University	Greencastle	IN	404	2,300
5	Carleton College	Northfield	MN	372	1,858
6	Colorado College	Colo Springs	CO	335	2,041
7	Wesleyan University	Middletown	CT	312	2,251
8	Middlebury College	Middlebury	VT	311	2,131
9	Bucknell University	Lewisburg	PA	282	3,725
10	Lewis & Clark College	Portland	OR	270	2,373
11	Hobart & William Smith Colleges	Geneva	NY	267	1,778
12	Bates College	Lewiston	ME	265	1,573
13	Colby College	Waterville	ME	262	1,764
14	Union College	Schenectady	NY	249	2,026
15	Macalester College	Saint Paul	MN	238	1,742
16	Gustavus Adolphus College	Saint Peter	MN	236	2,390
17	Kalamazoo College	Kalamazoo	MI	234	1,305
18	Oberlin College	Oberlin	OH	233	2,800
19	Wofford College	Spartanburg	SC	225	1,096
20	St. Lawrence University	Canton	NY	222	2,031
21	Dickinson College	Carlisle	PA	221	1,871
22	Hartwick College	Oneonta	NY	217	1,448
23	Davidson College	Davidson	NC	216	1,666
24	Hope College	Holland	MI	215	2,911
25	Gettysburg College	Gettysburg	PA	205	2,243
26	Goshen College	Goshen	IN	204	956
27	Bowdoin College	Brunswick	ME	202	1,605
28	Simpson College	Indianola	IA	201	1,958
29	University of Dallas	Irving	TX	200	2,975
30	Drew University	Madison	NJ	198	2,173

8.9

**STUDY ABROAD ENROLLMENTS BY INSTITUTIONAL TYPE:
TOP 30 ASSOCIATE INSTITUTIONS, 1996/97**

Rank	Associate Institutions	City	State	Study Abroad Students	Total Enrollment
1	Rockland Community College	Suffern	NY	250	6,446
2	College of DuPage	Glen Ellyn	IL	217	33,490
3	Coast Community College	Costa Mesa	CA	207	22,000
4	Santa Barbara City College	Santa Barbara	CA	159	12,000
5	Los Angeles City College	Los Angeles	CA	132	13,994
6	Glendale Community College	Glendale	CA	120	13,996
7	Miami-Dade Community College	Miami	FL	111	49,836
8	Broward Community College	Coconut Creek	FL	82	25,224
9	City College of San Francisco	San Francisco	CA	82	80,000
10	Dutchess Community College	Poughkeepsie	NY	77	6,120
11	Nassau Community College	Garden City	NY	70	20,620
12	Saddleback College	Mission Viejo	CA	70	22,310
13	Front Range Community College	Westminster	CO	68	14,358
14	Borough of Manhattan CC CUNY	New York	NY	54	16,772
15	Three Rivers College	Norwich	CT	50	3,707
16	Los Angeles Harbor College	Wilmington	CA	48	7,429
17	Lincoln Land Community College	Springfield	IL	41	11,815
18	Spokane Falls Community College	Spokane	WA	41	5,818
19	Mt. Hood Community College	Gresham	OR	33	12,000
20	Richland College	Dallas	TX	32	11,898
21	North Hennepin Community College	Minneapolis	MN	30	4,725
22	Lane Community College	Eugene	OR	28	9,264
23	Marymount Palos Verdes College	Ranch Pls Verds	CA	28	1,000
24	Tallahassee Community College	Tallahassee	FL	27	10,533
25	Palm Beach Community College	Lake Worth	FL	26	15,333
26	Black Hawk College Quad Cities	Moline	IL	25	6,390
27	Chemeketa Community College	Salem	OR	25	40,000
28	Peace College	Raleigh	NC	23	459
29	Ocean County College	Toms River	NJ	20	6,843
30	Green River Community College	Auburn	WA	20	9,058

Sidebar

Seeking Heritage in Study Abroad

Beatrice B. Szekely

Study abroad is traditionally talked about as a sojourn of immersion in difference, of immersion in another culture. By spending time in a different way of life, students reinvent and often transform themselves while they complete a semester or year of academic work. This notion of leaving the familiar and traveling far away from home is challenged by the concept of heritage seeking: selecting a study abroad venue because of family background—national, religious, cultural or ethnic; this means choosing a venue because of some level of familiarity or resonance with less emphasis on the difference.

To what degree is the idea of leaving home for something different challenged by heritage seeking? My only concern is if a student is being stretched by study abroad, if she or he has a great deal to learn and is truly challenged. A Cornell student whose family immigrated to the United States from Ethiopia, and who is going abroad with the Brown program next year still has a great deal to learn: Amharic language, Ethiopian culture, the nature of socioeconomic development in northeastern Africa, political change in her family's homeland. Amharic language use and life in Ethiopia may be known to her from the family dinner table in Waterloo, Iowa, but have never been confronted firsthand.

In the 17th, 18th and 19th centuries, young people of European background pursuing a university education usually went to England, Scotland, Germany or Italy to study law, medicine or art. Assuming a cultural kinship as the young American cousins, they found out how much of an American identity was being forged in the earlier years of our national history.

This historical antecedent to today's study abroad programs was limited to a privileged population with funds for travel; most families came here from Europe and never went back. They became part of America's creation. Study abroad for young Americans to understand their European heritage laid the foundation for the junior year abroad model in the 20th century before World War II.

Our emergence from World War II as a superpower called forth study abroad to produce area specialists, experts in different cultures from one's own, often young people studying a very different culture from their family's origins—Russian, Chinese or Arabic-speaking, for example. Study abroad in the postwar decade for foreign area experts involved a very small percentage of young people, strategic manpower in professions of scholarship and government service related to our cold war competition with the USSR.

.../cont.

SEEKING HERITAGE IN STUDY ABROAD

At the end of the 20th century, higher education has become a mass enterprise in the United States, enrolling roughly half the national age cohort, or over 12 million undergraduate students (up from seven million plus in 1970), and foreign area studies within a limited-enrollment, elitist system have receded as a driving force in study abroad. Preparation for employment in the global economy and a multi-cultural domestic workplace have become principal motivations. The broadened higher education student population, including young people from the immigrant populations enriching our country at century's end, has produced a sizable group within the growing study-abroad population. These students from recent immigrant families are often heritage seeking in different countries than those that the European-descended, limited higher education enrollment was interested in during the 19th and early 20th centuries.

Data Search

To gauge the extent of heritage seeking and explore patterns, I decided to mount an exploratory comparison among students at six American research universities—in addition to Cornell—going to study abroad in six host countries, with input solicited from spokespersons for leading programs. Data are for 1996/97.

The six universities, chosen to get a geographic spread across the United States are: the University of California San Diego (UCSD), Duke University, Georgetown University, Indiana University, University of Texas-Austin and University of Washington.

The six host countries are: the Czech Republic, Egypt, Ireland, Israel, Korea and Mexico.

Findings

Study abroad in three of the countries exhibits patterns of some heritage seeking with interesting twists; three exhibit clear heritage seeking.

For the Czech Republic, only a minority of the 600 students going to this country are reportedly heritage seeking from our university sample. Heritage seeking was most pronounced for Georgetown and Cornell. (Applicants for the Council Program in Poland, however, are almost 100% heritage seekers.)

Egypt proves to be an interesting reminder that a student's assumption that he/she is heritage seeking may be challenged in the host country. Mary Davidson, of the American University of Cairo (AUC) in New York, indicates that students going to Cairo as heritage seekers may be either African-American, including black Muslims, or students whose families are from Arabic-speaking countries all over the Middle East, who are Arab, possibly Coptic, in cultural background. Of the students who attended AUC's study abroad programs during the 1996-97 academic year, 26% have Arab names. Four percent to 10% of the AUC study-abroad students each semester are usually African-American. For Cornell, Duke and Georgetown, there are pronounced patterns of African-American students going to AUC. I ascribe this to an influence of Afrocentric revisionist history. There may be problems when African-Americans identify a heritage in Egypt. Egyptians consider themselves Arab, part of the Arabic-speaking, Semitic cultures; racism can surprise students expecting a warm welcome. Black students at Cornell go elsewhere in larger numbers than what might be considered racially motivated venues.

Mexico also has a mixed pattern of heritage seeking. Hispanic students study abroad in greater numbers in non-Spanish speaking than in Spanish-speaking countries.

Regarding study abroad in Ireland, heritage seeking is reportedly pronounced from all the universities. Frieda Savage at UC Dublin says that only about 10 to 15% of 150 students from the United States in any year stress roots in their identification of "why Ireland" on applications, but that many more have Irish names.

For Israel, strong heritage seeking is reported from all the universities; the vast majority are Jewish. But many more Jewish students study abroad elsewhere than in Israel.

With respect to Korea, the last of the six countries, heritage seeking is reportedly the most pronounced. Horace Underwood, dean of the international division of Yonsei University, reports that "of the 200 or so undergraduates we get each semester, regularly 65% to 75% . . . are ethnically Korean." Respondents noted that within Asia, students going to Vietnam are most often heritage seeking. For China, the pattern is mixed, as it is for Japan.

Heritage seeking is a manifestation of multiculturalism within study abroad. It raises several questions: What will the role be of study abroad in maintaining long-term cultural identity with the host country, along with additional travel, e-mail communication and long distance telephone? What is the relationship of heritage seeking to (foreign) language study? What role does religion play in study abroad venue selection and within the heritage seekers' experience abroad? What role do family expectations, or even parental demands, play in study abroad venue choice? And finally, are students among the majority study abroad population that is not heritage seeking the "best" study abroad students, measured in terms of academic motivation and learning outcomes?

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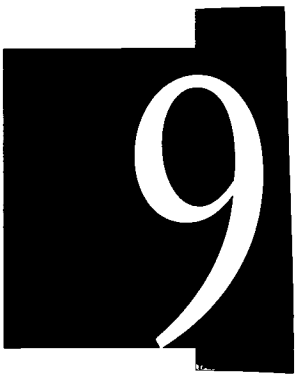
FOREIGN STUDENTS IN INTENSIVE ENGLISH PROGRAMS



INTENSIVE ENGLISH PROGRAMS

Due to funding constraints, the IEP survey, which has been conducted by IIE since 1979, was suspended in 1995/96. This year and last, the survey has been restored through a grant from the Educational Testing Services' TOEFL Policy Council. International students enrolled in intensive English programs (IEPs) are an important component of the foreign student population in the United States. Successful academic performance at a college or university requires advanced proficiency in the English language as well as significant cultural navigation skills.

Whether these programs are university-affiliated or private, they are designed to provide foreign nationals with the tools to compete successfully in U.S. academic settings. These courses are normally separate from those that serve the survival needs of refugees or recent immigrants or the remedial English language needs of U.S. citizens and permanent residents. While campus-based IEPs have much in common with conventional continuing education programs, they also face particular challenges. These may include a lack of support from the rest of the college faculty, an over-reliance on part-time positions and negative attitudes towards ESL students. Despite these concerns IEPs are integral parts of the higher education system and provide an attractive gateway into the academy for tens of thousands of international students each year.

The services these programs offer include testing and placement, orientation, foreign student counseling, a curriculum that makes use of language learning technology and cultural enrichment activities. Recent research suggests that these programs typically have high retention rates and are generally successful in helping students to qualify for mainstream higher education placements. Because IEP enrollment trends often foreshadow enrollment shifts in higher education, it is important to track these trends.

Developments: This Year and Over Time

The jump in enrollment of over 10,000 students in this year's survey results from changes in the number and type of program included in the survey. One of the important changes in the IEP field has been the growth of independent proprietary programs. This year IIE made a concerted effort to include as many as possible of these independent programs in the annual survey. To do so we surveyed all members of the American Association of Intensive English Programs (AAIEP) which includes both independent and university affiliated programs. We received strong cooperation from the corporate headquarters of several large IEP entities that provided the survey with enrollment figures for their constituent program sites. These changes resulted in an overall expansion of the number of programs surveyed from the 464 included in the 1996/97 survey to the 489 surveyed in 1997/98. Further, the proportion of proprietary programs increased from 26.7% in the 1994/95 survey to 31.7% this year. Most of these proprietary programs serve Asian students (especially Japanese and Korean) and many have large programs in California. The jump in enrollments in California from 9,572 students in 1996/97 to this year's 14,773 student enrollments reflect these new program inclusions in this year's survey. (See Table 9.5.) When we compare programs which were respondents in last year's survey and this year's, virtually no change was noted in overall enrollment. Of course for some individual programs, considerable variability was apparent.

... And what about the Asian Crisis?

The "crisis," of course, refers to the declines in the financial markets of several of Asia's most highly touted tiger nations, Korea, Thailand, Malaysia and Indonesia. While the *Open Doors* four annual surveys are the benchmark for describing foreign student flows, this highly dynamic situation is

9.0

Foreign Student Enrollment in Intensive English Language Programs Surveyed, 1978/79-1997/98

Year	Foreign IEP Students	Number of Programs Surveyed
1978/79	23,607	163
1979/80	20,243	190
1980/81	22,897	238
1981/82	32,224	305
1982/83	30,135	314
1983/84	25,246	308
1984/85	25,414	352
1985/86	23,956	337
1986/87	25,044	306
1987/88	23,965	291
1988/89	29,747	306
1989/90	35,036	355
1990/91	34,703	341
1991/92	35,220	353
1992/93	36,712	388
1993/94	38,606	488
1994/95	43,522	494
1996/97	43,739	464
1997/98	54,052	489

9.1

PERCENT CHANGES IN IEP ENROLLMENT, SPRING 1997 to SPRING 1998
Source: IIE/NAFSA e-mail survey

	Spring 1997 to Spring 1998 percent change for students from:			
Change	**Thailand**	**Indonesia**	**Taiwan**	**Korea**
No change or increase	46.6	55.8	61.4	23.8
1-20% drop	17.3	22.6	23.8	26.5
21-50% drop	25.1	8.4	7.9	33.9
More than 50% drop	7.9	8.4	3.7	13.2
Don't know	3.1	4.7	3.2	2.6

Number of respondent programs = 195

unfolding too rapidly to be captured by the annual *Open Doors* surveys. Thus, no national data exists that allows us to describe the consequences of the "crisis" for international students. With this data vacuum, NAFSA and IIE conducted an e-mail survey of IEPs likely to be affected by the turmoil. Most IEPs are especially vulnerable to the Asian turmoil as they serve full fee paying students who do not have the opportunities for institutional support that academic students have. Furthermore, almost 60% of all IEP enrollments in the United States are drawn from five Asian locales currently experiencing varying degrees of economic and or political turmoil. (See Table 9.2.) These places are Japan, Korea, Taiwan, Thailand and Indonesia. The survey, which is reported here, included both proprietary and university affiliated IEPs. The 195 reporting programs represent fewer than 40% of all IEPs and about 40% of IEP enrollment. The programs surveyed included large proprietary and university affiliated programs as well as smaller programs that serve individual institutions. The survey was conducted over the last two weeks of April and the first week in May 1998, conducted by e-mail from the e-mail addresses maintained by NAFSA for its ATESOL section.

A substantial proportion of programs report enrollment declines when comparing spring 1997 to spring 1998 terms. These drops are especially severe for students from Thailand and Korea, where more than 50% of programs report drops in Thai enrollments and 73% of programs report drops in Korean enrollment. As of May the results of this survey show an extensive fall-off of enrollments, with Taiwanese, Indonesian and Thai enrollments off in the 20% range and very steep Korean enrollment declines in the 20-50% range. The general financial difficulties in Asia appear to be having a wider impact on IEP enrollments than they are having on academic enrollments in general. When programs were asked about drops of 20% or greater from Asian countries other than Korea, Thailand, Indonesia and Taiwan, four other Asian places were noted. Of the 172 programs that responded to this item, almost 17% of the programs indicated significant drops in Japanese enrollment as well as smaller decreases in enrollments from China (7.0%), Hong Kong (3.5%) and the Philippines (1.2%).

It is likely that this coming year will be crucial for many programs. Those programs that develop the strategies that both retain Asian enrollments—albeit at a reduced level—and expand their markets will weather this storm. It is also likely that the numbers of IEP students reported this year as of the fall of 1997 will be much lower as of the fall of 1998.

Enrollment Trends over Time

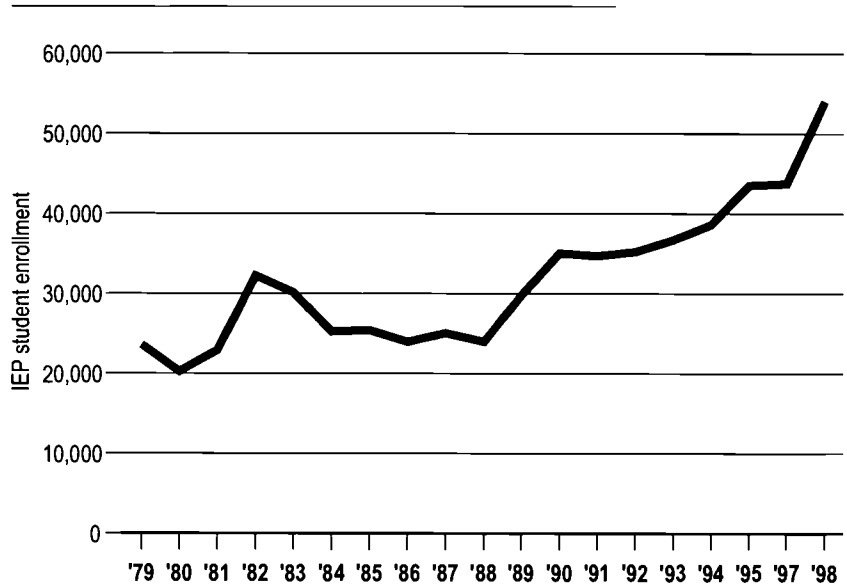
In the period between 1979 and 1982 the reported number of students enrolled in IEPs rose rapidly. This apparent increase was due in part to the addition of new programs to the IIE survey. Rapidly growing enrollments from Latin America and Asia, however, also contributed to the rise in IEP attendance.

Shortly after the 1981/82 peak, IEP numbers fell off substantially, although the number of programs surveyed was increasing. During this period declining numbers of Latin Americans in IEPs and, in 1985/86, drops in the numbers from most regions of the world, were noted.

Since that time, however, the numbers have slowly risen to the levels of the early 1980s, and this year over 54,000 foreign students are currently enrolled in IEPs. The more than doubling of enrollments in these programs, from 24,000 in the mid-1980s to this year's total, represents a remarkable increase when placed in the context of generally stable foreign student enrollments in other sectors of the U.S. higher education system seen over the recent past.

9.a

RISING IEP ENROLLMENTS



9.2

LEADING PLACES OF ORIGIN OF IEP STUDENTS, 1996/97 & 1997/98

The three leading places of origin are Asian and are the home places of over 50% of all U.S. IEP students.

Rank	Locality	1996/97	1997/98	% Change	% of IEP Total
1	Korea, Republic of	10,226	12,128	18.6	22.4
2	Japan	9,803	12,044	22.9	22.3
3	Taiwan	3,309	3,992	20.6	7.4
4	Brazil	1,658	2,869	73.0	5.3
5	Thailand	2,206	2,148	-2.6	4.0
6	Saudi Arabia	1,233	1,417	14.9	2.6
7	China	891	1,356	52.2	2.5
8	Switzerland	624	1,329	113.0	2.5
9	Colombia	991	1,302	31.4	2.4
10	Mexico	1,559	1,284	-17.6	2.4
11	Venezuela	925	1,175	27.0	2.2
12	Indonesia	885	1,119	26.4	2.1
13	United Arab Emirates	827	1,095	32.4	2.0
14	Turkey	797	888	11.4	1.6
15	Italy	450	774	72.0	1.4
16	Germany	382	732	91.6	1.4
17	Russia	571	671	17.5	1.2
18	Argentina	321	586	82.6	1.1
19	France	455	517	13.6	1.0
	WORLD TOTAL	**43,739**	**54,052**	**23.6**	

Places of Origin

The leading home places of IEP students are the Republic of Korea (22.4%), Japan (22.3%), Taiwan (7.4%), Brazil (5.3%) and Thailand (4.0%).

Nearly two-thirds of the 1997/98 students in IEPs are from Asia. This year Asian enrollments have increased, especially those from Korea (up 18.6%), Taiwan (up 20.6%) and Japan (up 22.9%). Thai student enrollments dropped by 2.6%, perhaps reflecting initial impact of the summer 1997 financial meltdown.

Latin American students are the second largest group of IEP students, and they showed a significant jump this year. This increase was represented in bumps in percentages of students from South America. Enrollments from Brazil increased by 73% to 2,869, Colombia was up 31.4% to 1,302 students and Venezuela was up 27% to 1,175 students. The percentages of students from Mexico dropped by 17.6% to 1,284 students. Three of the top ten sending countries to IEPs are located in Latin America.

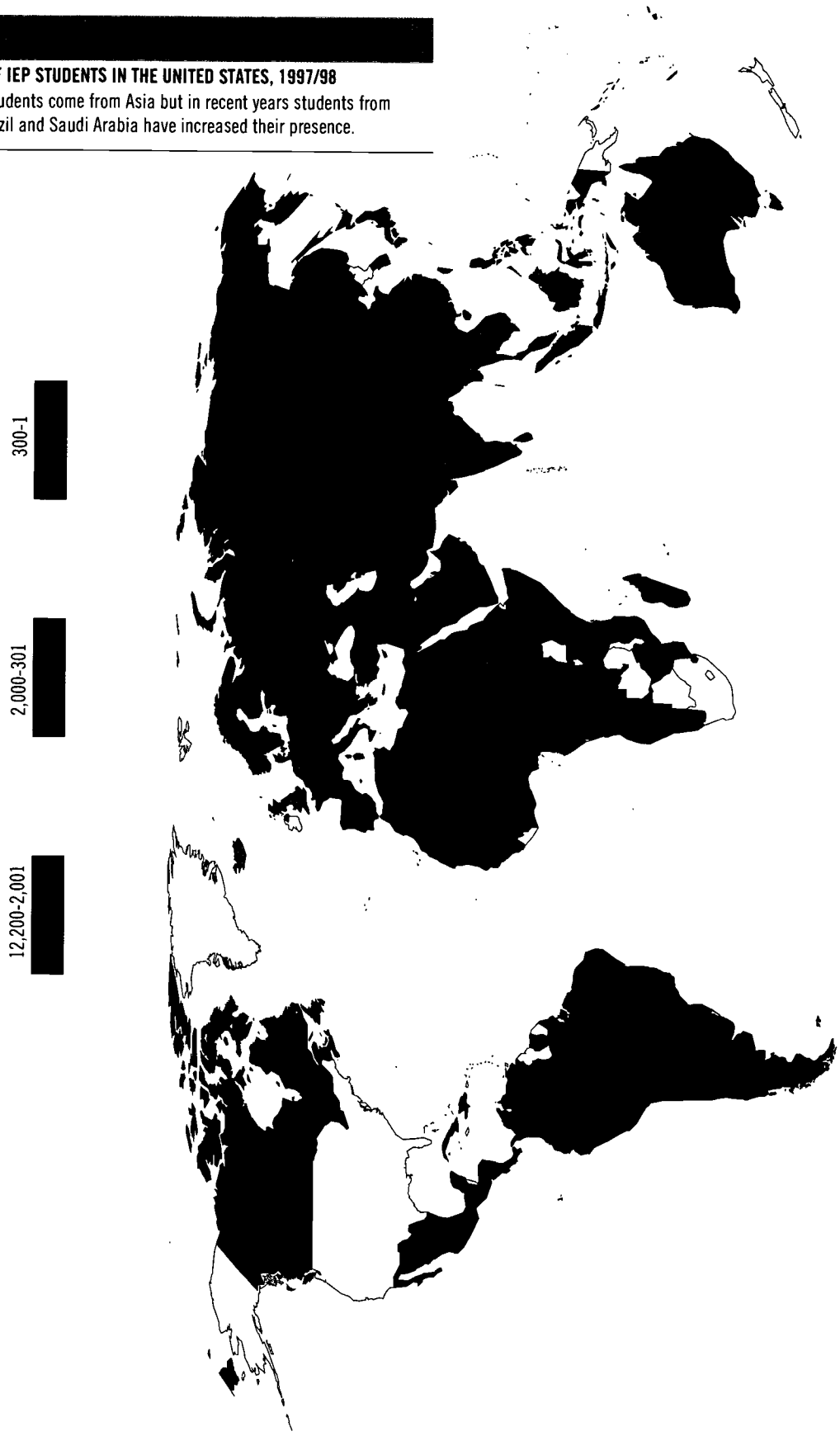
Europe continues to be an important source of IEP students, with European enrollments jumping by nearly 47% from last year's figure. Europe currently sends 5,582 students to U.S. intensive English programs. It is likely that this increase in numbers—especially those from Western Europe—reflect the inclusion of a greater number of proprietary institutions in the survey.

Middle Eastern nations with students in IEPs have shown mixed patterns. Modest growth in enrollments from Saudi Arabia and Turkey are accompanied by a decrease in enrollments from Kuwait, Jordan and Oman. Saudi Arabia ranks sixth among leading countries of origin of IEP students worldwide.

9.b

ORIGINS OF IEP STUDENTS IN THE UNITED STATES, 1997/98

Most IEP students come from Asia but in recent years students from Mexico, Brazil and Saudi Arabia have increased their presence.



9.3

SENDING REGION AND COUNTRIES OF IEP STUDENTS, 1996/97-1997/98

Region/ Locality	1996/97	1997/98	% Change
AFRICA	**619**	**669**	**8.1**
Eastern Africa	**76**	**69**	**-9.2**
Ethiopia	24	25	4.2
Kenya	19	14	-26.3
Somalia	0	8	-
Tanzania	11	7	-36.4
Rwanda	3	6	100.0
Madagascar	1	5	400.0
Comoros	3	1	-66.7
Eritrea	2	1	-50.0
Mozambique	2	1	-50.0
Zimbabwe	1	1	0.0
Burundi	1	0	-100.0
Djibouti	1	0	-100.0
Malawi	2	0	-100.0
Uganda	2	0	-100.0
Zambia	4	0	-100.0
Central Africa	**112**	**127**	**13.4**
Angola	36	62	72.2
Zaire/Congo	47	30	-36.2
Congo	3	14	366.7
Cameroon	12	7	-41.7
Equatorial Guinea	1	7	600.0
Gabon	8	4	-50.0
Chad	3	2	-33.3
Central African Rep.	0	1	-
Sâo Tomé & Príncipe	2	0	-100.0
North Africa	**227**	**235**	**3.5**
Morocco	109	114	4.6
Egypt	57	50	-12.3
Tunisia	21	26	23.8
Algeria	20	25	25.0
Sudan	17	14	-17.6
Libya	3	6	100.0
Southern Africa	**10**	**7**	**-30.0**
Namibia	2	5	150.0
Swaziland	1	2	100.0
Botswana	3	0	-100.0
Western Africa	**194**	**225**	**16.0**
Guinea	37	63	70.3
Senegal	39	43	10.3
Côte d'Ivoire	39	39	0.0
Guinea-Bissau	9	18	100.0
Mauritania	7	16	128.6
Mali	8	11	37.5
Togo	15	11	-26.7
Benin	8	8	0.0
Niger	10	6	-40.0
Nigeria	8	4	-50.0
Cape Verde	0	2	-
Burkina Faso	4	1	-75.0
Gambia	4	1	-75.0
Ghana	4	1	-75.0
Sierra Leone	1	1	0.0
Liberia	1	0	-100.0
Africa, Unspecified	0	6	-
ASIA	**28,792**	**34,592**	**20.1**
East Asia	**24,685**	**30,084**	**21.9**
Korea, Rep. of	10,226	12,128	18.6
Japan	9,803	12,044	22.9
Taiwan	3,309	3,992	20.6
China	891	1,356	52.2
Hong Kong	381	508	33.3
Mongolia	54	49	-9.3
Macao	15	7	-53.3
Korea, DPR	6	0	-100.0
South & Cent'l Asia	**401**	**502**	**25.2**
Nepal	85	169	98.8
India	68	81	19.1
Kazakhstan	68	79	16.2
Pakistan	51	53	3.9
Bangladesh	58	29	-50.0
Uzbekistan	26	29	11.5
Kyrgyzstan	9	23	155.6
Turkmenistan	2	18	800.0
Tajikistan	18	12	-33.3
Sri Lanka	14	7	-50.0
Afghanistan	2	1	-50.0
Bhutan	0	1	-

9.3 (cont.)

SENDING REGION AND COUNTRIES OF IEP STUDENTS, 1996/97 -1997/98

Region/ Locality	1996/97	1997/98	% Change
Southeast Asia	**3,706**	**4,006**	**8.1**
Thailand	2,206	2,148	-2.6
Indonesia	885	1,119	26.4
Vietnam	187	385	105.9
Malaysia	332	264	-20.5
Philippines	44	40	-9.1
Cambodia	21	19	-9.5
Laos	7	14	100.0
Myanmar	3	11	266.7
Singapore	21	6	-71.4
EUROPE	**3,803**	**5,582**	**46.8**
Eastern Europe	**1,130**	**1,278**	**13.1**
Russia	571	671	17.5
Poland	183	196	7.1
Ukraine	87	69	-20.7
Hungary	55	61	10.9
Czech Republic	40	41	2.5
Bulgaria	33	39	18.2
Former Yugoslavia	28	35	25.0
Slovakia	15	23	53.3
Romania	15	22	46.7
Lithuania	3	21	600.0
Albania	15	15	0.0
Georgia	15	14	-6.7
Latvia	6	14	133.3
Azerbaijan	8	12	50.0
Croatia	9	12	33.3
Armenia	7	8	14.3
Belarus	10	6	-40.0
Bosnia & Herz.	2	6	200.0
Estonia	7	5	-28.6
Slovenia	11	5	-54.5
Moldova	2	2	0.0
Macedonia	8	1	-87.5

Region/ Locality	1996/97	1997/98	% Change
Western Europe	**2,673**	**4,304**	**61.0**
Switzerland	624	1,329	113.0
Italy	450	774	72.0
Germany	382	732	91.6
France	455	517	13.6
Spain	401	416	3.7
Sweden	89	143	60.7
Austria	28	91	225.0
Greece	67	53	-20.9
Belgium	48	48	0.0
Finland	11	48	336.4
Norway	31	48	54.8
Denmark	14	26	85.7
Portugal	19	26	36.8
Netherlands	28	19	-32.1
Iceland	3	14	366.7
United Kingdom	19	12	-36.8
Liechtenstein	3	5	66.7
Luxembourg	1	1	0.0
San Marino	0	1	-
Vatican City	0	1	-
LATIN AMERICA	**6,479**	**8,610**	**32.9**
Caribbean	**122**	**129**	**5.7**
Dominican Republic	77	77	0.0
Haiti	22	33	50.0
Cuba	18	12	-33.3
Antigua	0	2	-
Guadeloupe	0	2	-
Netherlands Antilles	2	2	0.0
Bahamas	1	1	0.0
Barbados	1	0	-100.0
Trinidad & Tobago	1	0	-100.0
Cntrl. Am./Mex.	**1,841**	**1,692**	**-8.1**
Mexico	1,559	1,284	-17.6
Panama	86	115	33.7
Guatemala	59	95	61.0
Costa Rica	36	60	66.7
Honduras	34	57	67.6
Nicaragua	23	41	78.3
El Salvador	43	40	-7.0
Belize	1	0	-100.0

Region/ Locality	1996/97	1997/98	% Change
South America	**4,516**	**6,789**	**50.3**
Brazil	1,658	2,869	73.0
Colombia	991	1,302	31.4
Venezuela	925	1,175	27.0
Argentina	321	586	82.6
Ecuador	229	263	14.8
Peru	196	256	30.6
Chile	86	192	123.3
Bolivia	63	80	27.0
Paraguay	33	40	21.2
Uruguay	12	22	83.3
Falkland Islands	0	2	-
Suriname	0	2	-
Guyana	2	0	-100.0
MIDDLE EAST	**3,902**	**4,444**	**13.9**
Saudi Arabia	1,233	1,417	14.9
U.A.E.	827	1,095	32.4
Turkey	797	888	11.4
Kuwait	438	412	-5.9
Qatar	89	128	43.8
Iran	77	108	40.3
Jordan	144	93	-35.4
Israel	75	80	6.7
Oman	81	63	-22.2
Lebanon	30	46	53.3
Syria	32	35	9.4
Yemen	33	29	-12.1
Cyprus	18	27	50.0
Bahrain	17	18	5.9
Iraq	11	5	-54.5
NORTH AMERICA	**30**	**20**	**-33.3**
Canada	30	20	-33.3
OCEANIA	**95**	**116**	**22.1**
Tonga	22	34	54.5
French Polynesia	28	30	7.1
Western Samoa	23	14	-39.1
Fiji	2	13	550.0
Micronesia, Fed. States of	2	8	300.0
Kiribati	7	5	-28.6
Cook Islands	3	4	33.3
New Caledonia	1	4	300.0
Palau	3	2	-33.3
Australia	2	1	-50.0
Marshall Islands	1	1	0.0
New Zealand	1	0	-100.0
Stateless	**19**	**21**	**10.5**
WORLD TOTAL	**43,739**	**54,052**	**23.6**

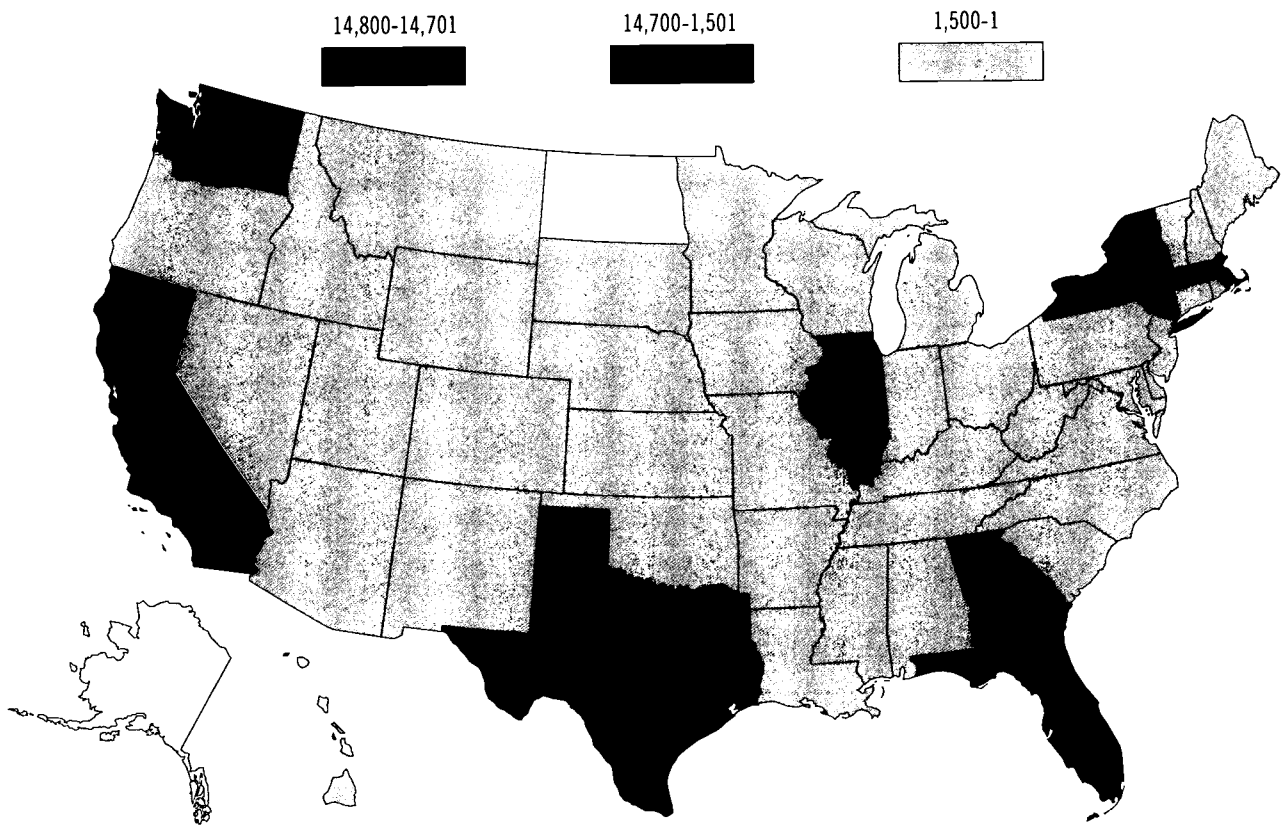
States with the Most IEP Students and Program Affiliations

California and New York have the largest IEP enrollments, and they also host the largest enrollment of international students in academic programs generally. Texas, Washington, Florida, Massachusetts, Georgia, Michigan, and Illinois also enroll considerable numbers of IEP students. Most of the leading IEPs are also located in the leading host states for foreign students.

Of the 283 programs that provided the survey with membership affiliation information, 68.9% reported membership in AAIEP, which includes both proprietary and university-affiliated programs. Fewer than a quarter (23%) of responding programs reported affiliation with UCIEP, an association that supports programs exclusively affiliated with colleges and universities. More than half (56.9%) reported membership in NAFSA, the Association of International Educators, while just over a third (39.6%) reported affiliation with TESOL.

9.c

IEP Concentrations in the United States, 1997/98
California, New York, Texas and Florida are the biggest host states.



9.4

IEP STUOENTS BY STATE AND PROFESSIONAL ASSOCIATION MEMBERSHIP, 1997/98

State	Enrollment	Number of IEP Programs	Number of Programs reporting memberships	Percent of reporting programs with memberships in: AAIEP	NAFSA	TESOL	UCIEP
Alabama	327	3	3	33.3	100.0	33.3	33.3
Arizona	530	5	2	100.0	100.0	50.0	50.0
Arkansas	403	4	4	75.0	50.0	75.0	0.0
California	14,773	76	60	85.0	63.3	33.3	8.3
Colorado	900	9	7	71.4	71.4	42.9	28.6
Connecticut	208	4	4	75.0	75.0	50.0	0.0
Delaware	471	1	1	100.0	100.0	100.0	100.0
D.C.	857	8	5	20.0	40.0	20.0	60.0
Florida	1,965	14	11	81.8	54.5	18.2	36.4
Georgia	1,524	6	5	80.0	80.0	40.0	20.0
Hawaii	1,105	5	0	0.0	0.0	0.0	0.0
Idaho	141	2	2	50.0	50.0	50.0	0.0
Illinois	1,984	17	12	58.3	50.0	33.3	16.7
Indiana	818	9	6	83.3	66.7	66.7	16.7
Iowa	294	12	6	0.0	33.3	50.0	33.3
Kansas	542	10	4	25.0	50.0	50.0	75.0
Kentucky	239	3	0	0.0	0.0	0.0	0.0
Louisiana	443	4	3	100.0	33.3	0.0	33.3
Maine	101	2	2	100.0	0.0	0.0	50.0
Maryland	911	4	3	33.3	66.7	66.7	33.3
Massachusetts	2,930	17	12	58.3	58.3	50.0	16.7
Michigan	595	8	6	33.3	33.3	33.3	50.0
Minnesota	250	3	1	100.0	0.0	0.0	0.0
Mississippi	237	3	2	50.0	50.0	50.0	50.0
Missouri	498	9	5	40.0	40.0	20.0	20.0
Montana	155	1	0	0.0	0.0	0.0	0.0
Nebraska	453	5	2	50.0	100.0	100.0	0.0
Nevada	361	2	2	100.0	0.0	50.0	0.0
New Hampshire	58	1	1	0.0	0.0	100.0	0.0
New Jersey	577	7	4	75.0	100.0	25.0	25.0
New Mexico	49	1	1	0.0	100.0	100.0	0.0
New York	6,174	33	20	80.0	50.0	25.0	25.0
North Carolina	296	5	4	50.0	75.0	75.0	25.0
Ohio	870	12	9	55.6	33.3	33.3	33.3
Oklahoma	664	9	5	60.0	80.0	80.0	20.0
Oregon	1,168	13	9	88.9	77.8	44.4	44.4
Pennsylvania	1,192	12	5	60.0	60.0	20.0	60.0
Rhode Island	101	2	1	100.0	0.0	0.0	0.0
South Carolina	212	2	2	50.0	50.0	50.0	50.0
South Dakota	8	1	0	0.0	0.0	0.0	0.0
Tennessee	535	7	6	83.3	66.7	50.0	16.7
Texas	2,766	22	16	56.3	62.5	56.3	31.3
Utah	643	6	4	100.0	25.0	25.0	25.0
Vermont	118	2	2	50.0	50.0	50.0	50.0
Virginia	844	8	4	50.0	50.0	50.0	25.0
Washington	2,406	19	16	81.3	37.5	31.3	6.3
West Virginia	137	4	1	100.0	0.0	0.0	0.0
Wisconsin	1,199	8	3	66.7	100.0	66.7	0.0
Wyoming	20	1	0	0.0	0.0	0.0	0.0
USA TOTAL	**54,052**	**421**	**283**	**68.9**	**56.9**	**39.6**	**23.0**

INSTITUTIONS WITH MOST IEP STUDENTS, FALL 1997

Rank	Institution	City	State	IEP Enrollment
1	Aspect International Language Schools/Riverdale	Riverdale	NY	994
2	San Diego State University	San Diego	CA	961
3	Hunter College - CUNY	New York	NY	833
4	College of English Language	San Diego	CA	826
5	University of California Riverside/IEP	Riverside	CA	760
6	Mercer University, Cecil B. Day Campus	Atlanta	GA	677
7	Hawaii Pacific University	Honolulu	HI	652
8	American Language Academy	Rockville	MD	647
9	El Paso Community College/IEP	El Paso	TX	634
10	Los Angeles City College	Los Angeles	CA	624
11	Boston University	Boston	MA	607
12	LaGuardia Community College - CUNY	Long Island City	NY	600
13	Global Language Institute/Hamline U.	St Paul	MN	600
14	Language Studies International	San Diego	CA	562
15	National University	San Diego	CA	524
16	Queens College - CUNY	Flushing	NY	515
17	Columbia University	New York	NY	495
18	Center for English Studies	New York	NY	478
19	University of Delaware	Newark	DE	471
20	St. Giles Language Teaching Center	San Francisco	CA	469
21	LCP International Institute	Irvine	CA	454
22	University of California Extension	Irvine	CA	451
23	American English Academy	Monterey Park	CA	450
24	George Institute of Techology/EFL	Atlanta	GA	448
25	Eurocentres Inc.	Alexandria	VA	423
26	FLS Language Centers/ Alhambra	Alhambra	CA	417
27	American Lang. Acad/N. Andover	North Andover	MA	408
28	Indiana University at Bloomington	Bloomington	IN	400
29	University of Washington Extension	Seattle	WA	389
30	University of North Texas/IELI	Denton	TX	383
31	University of California San Diego	La Jolla	CA	371
32	Cultural Center for Language Studies	Miami	FL	370
33	University of California Berkeley	Berkeley	CA	359
34	Seattle Central Community College	Seattle	WA	354
35	EF Corporate Exec. Language Ctr.	Cambridge	MA	350

Programs affiliated with higher education institutions, either as integral parts of the academic program or as administratively independent extensions and operating under the name of a college, serve the bulk of IEP students in this country.

Collectively these institutions, affiliated and independent, constitute a resource for their respective states' higher education systems.

IEP Student Distribution and Characteristics

IEP students, like international students in general, are not distributed evenly across the United States. Students from different countries appear to have preferences for different parts of this country. Differential student choice may arise through word of mouth, differential recruitment or ties with established local communities who share a cultural heritage. Mexicans and other Latin American IEP students can be found in greater proportions in states in the Southwest such as Texas. Florida hosts significant numbers of students from South America. European students appear to prefer New York and California. East Asian students, because of their large numbers, are important constituents throughout the United States but are found in highest proportions on the East and West coasts.

Almost half of IEP students (48.7%) are women, compared with 41.9% of foreign students in general. The proportion of women in IEPs increased slightly this year. The overwhelming majority of IEP students (90.6%) hold F visas, compared to the 86.8% of all foreign students with F visas. Over the past year, the number of IEP students on F visas has fallen slightly, as has the numbers of students holding J visas. The very small number on M visas is stable.

9.6

TOP 10 PLACES OF ORIGIN FOR IEP STUOENTS IN SELECTEO LEAOING HOST STATES

	FLORIOA			CALIFORNIA	
Rank	Students' Origin	Percent	Rank	Students' Origin	Percent
1	Brazil	29.7	1	Japan	27.8
2	Venezuela	10.0	2	Korea, Rep. of	15.3
3	Japan	8.7	3	Taiwan	10.2
4	Korea, Rep. of	6.6	4	Switzerland	6.6
5	Colombia	6.5	5	Brazil	6.1
6	Switzerland	4.8	6	Thailand	4.2
7	France	2.7	7	China	3.3
8	Argentina	2.4	8	Indonesia	3.2
9	Saudi Arabia	2.2	9	Germany	2.9
10	Peru	2.1	10	Italy	2.8
	TOTAL	**1,965**		**TOTAL**	**14,773**

	NEW YORK			TEXAS	
Rank	Students' Origin	Percent	Rank	Students' Origin	Percent
1	Korea, Rep. of	30.8	1	Korea, Rep. of	25.0
2	Japan	22.9	2	Japan	14.1
3	Brazil	6.2	3	Taiwan	12.5
4	Taiwan	4.9	4	Mexico	8.4
5	China	4.3	5	Thailand	5.7
6	Turkey	2.9	6	Colombia	3.7
7	Russia	2.3	7	Saudi Arabia	3.6
8	Colombia	2.3	8	Venezuela	3.2
9	Italy	1.9	9	Indonesia	2.3
10	Thailand	1.8	10	China	1.9
	TOTAL	**6,174**		**TOTAL**	**2,766**

9.7

SEX ANO IMMIGRATION (VISA) STATUS OF IEP STUDENTS, 1993/94 - 1997/98

Visa Type	1993/94 Percent	1994/95 Percent	1996/97 Percent	1997/98 Percent
F Visa	89.0	87.3	90.9	90.6
J Visa	3.4	3.1	1.8	1.5
M Visa	0.3	0.1	0.3	0.2
Other Visa	7.3	9.5	7.0	7.6
Sex				
Male	52.9	51.6	52.4	51.3
Female	47.1	48.4	47.6	48.7
TOTAL	**38,606**	**43,522**	**43,739**	**54,052**

Sidebar

How Does Your IEP Compare?

Charles Schroen

Georgia Perimeter College

The most comprehensive source of information on intensive English programs (IEPs) in this country is *English Language and Orientation Programs in the United States* (*ELOPUS*). Analyzing the information found in *ELOPUS* allows us to compare aspects of IEPs regionally, nationally and by program affiliation. For example, do you know how your IEP compares in terms of enrollment, term length, class size, services it provides your students and tuition? Does your program keep up with the trends? Does it set trends? Just what are some of the current trends? How does each aspect of your IEP stack up?

The latest edition of *ELOPUS* contains information on 478 IEPs across the United States. Of those, 60 are affiliated with four-year colleges, 28 with two-year colleges, 165 are proprietary IEPs and 225 are university IEPs. Average enrollment per term for these 478 IEPs is 102 students, ranging from 53 students per term in NAFSA Region IV (Iowa, Minnesota, Missouri, North Dakota, South Dakota) to 150 students per term in NAFSA Region X (New York, New Jersey). In terms of affiliation, the average ranges from 88 students per term in proprietary IEPs to 159 per term in IEPs affiliated with two-year colleges. In addition, the average term for these 478 IEPs is 10 weeks, ranging from 6 weeks per term for proprietary IEPs to 13 weeks for IEPs affiliated with four-year colleges.

Across all regions and affiliations, the 478 IEPs average 12 students per class. The average ranges from 10 students per class in proprietary IEPs to 15 per class in IEPs affiliated with two-year colleges. In addition, on average the 478 IEPs offer courses at four proficiency levels, with 21 hours per week for beginning, low-intermediate and intermediate students, and 20 hours per week for advanced students.

Surprisingly, fewer than half of the 478 IEPs include language lab sessions at any proficiency level. In terms of instructors, these 478 IEPs average six full-time (FT) and seven part-time (PT) instructors. According to affiliation, only proprietary IEPs average more full-timers than part-timers (7 FT, 5 PT). IEPs affiliated with four-year colleges average fewer full-timers than part-timers (4 FT, 5 PT), as do university IEPs (6 FT, 8 PT). In addition, IEPs affiliated with two-year colleges have the lowest ratio of full-timers to part-timers (3 FT, 13 PT). In terms of full-time

.../cont.

HOW DOES YOUR INTENSIVE ENGLISH PROGRAM COMPARE?

teaching load, across all 478 IEPs full-time instructors average 18 hours per week, ranging from 15 hours per week for full-timers in IEPs affiliated with four-year colleges to 22 hours per week for full-timers in proprietary IEPs.

Across all regions and affiliations the 478 IEPs average 102 students per 10-week term, offer courses at four proficiency levels and employ six full-time and seven part-time instructors. These IEPs also average two full-time administrators and one part-time administrator. Proprietary IEPs average the most administrators, with three full-time and one part-time; university IEPs average two full-time and one part-time; two-year college and four-year college IEPs average one full-time and one part-time administrator.

All IEPs provide services for their students. Academic counseling is the service most frequently provided by the 478 IEPs. In fact, 96 percent of the IEPs provide academic counseling for their students (459 of 478). Other services IEPs most frequently provide include personal/cultural counseling (443 of 478; 93%), field trips (440 of 478; 92%), recreational activities (439 of 478; 92%) and academic placement (348 of 478; 73%). These are the only services, however, provided by at least half of the 478 IEPs. Which of these services does your program offer?

Students in some IEPs earn academic credit for their intensive English courses, and they may use that credit once they matriculate. Across the 478 IEPs included in *ELOPUS*, students in just over one-fifth of them (98 of 478 IEPs; 21%) earn academic credit for their intensive English courses. In other words, on average IEP students do not earn academic credit for their intensive English courses. A student enrolled in an IEP affiliated with a four-year college, however, is most likely to earn such credit. Students enrolled in more than half of the IEPs affiliated with four-year colleges (38 of 60; 63%) earn academic credit for their intensive English courses. Across the country and across program affiliations, these students clearly are the exceptions. Students in fewer than half of the IEPs affiliated with two-year colleges (12 of 28; 43%) earn such credit; students in just over one-fifth of the university IEPs (47 of 225; 21%) earn such credit; and students enrolled in only one of the 165 proprietary programs included in *ELOPUS* earn academic credit for their intensive English courses.

Thus, chances are that students in your IEP do not earn academic credit for their intensive English courses unless your program is affiliated with a four-year college. If your students earn such credit and your IEP is not affiliated with a four-year college, your program clearly stands out from the others.

.../cont.

HOW DOES YOUR INTENSIVE ENGLISH PROGRAM COMPARE?

Chances are much better that students in your IEP have the opportunity to take academic courses for credit outside the IEP before they matriculate. Students in nearly three-fourths of the IEPs included in *ELOPUS* (347 of 478; 73%) have such an opportunity. In terms of program affiliation, students enrolled in nearly all of the IEPs affiliated with four-year colleges (57 of 60; 95%) and students enrolled in nearly all of the IEPs affiliated with two-year colleges (26 of 28; 93%) have this opportunity. In addition, students enrolled in more than three-fourths of the university IEPs (177 of 225; 79%) have the opportunity, as do students in more than half of the proprietary IEPs (87 of 165; 53%). Furthermore, students enrolled in 93 IEPs across the country earn academic credit for their intensive English courses and have the opportunity to take academic courses for credit outside the IEP before they have matriculated. How does your program compare?

Tuition for one 10-week term in an IEP averages $209 per week across all regions and affiliations. The range extends from $161 per week in NAFSA Region III (Arkansas, Louisiana, Oklahoma, Texas) to $305 per week in NAFSA Region XI (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont). In terms of affiliation, the average tuition per week ranges from $139 in IEPs affiliated with two-year colleges to $255 per week in IEPs affiliated with four-year colleges. In addition, only in NAFSA Region XI (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont) does IEP tuition average more than $300 per week.

How does your IEP compare with these trends that emerge from this analysis? How does your IEP compare regionally, nationally, and in terms of affiliation? And how does your IEP compare in terms of enrollment, term length, class size, classes per week, number of full-time and part-time instructors, full-time teaching load, and number of administrators? How does your IEP compare in terms of service, whether your students earn academic credit for their intensive English courses, whether they have the opportunity to take academic courses for credit before they matriculate and in terms of tuition per week? Just how does your IEP compare in each of these aspects as well as overall? How does your IEP compare?

Charles Schroen currently directs the ESL Program at Georgia Perimeter College.

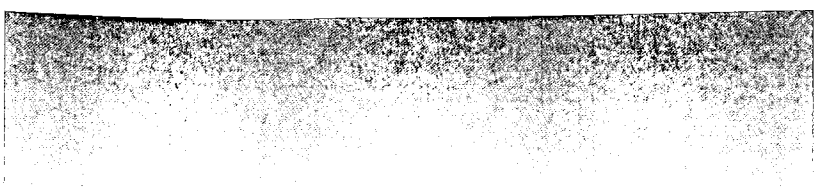
FOREIGN SCHOLARS

THE NUMBER AND ACTIVITIES OF FOREIGN SCHOLARS ON U.S. CAMPUSES

10

This year there were 65,494 foreign scholars attending U.S. institutions, up 5.0% over the 62,354 scholars reported in 1996/97. The changes this year reflect a continued increase in scholar flow for the third year in a row, following two years of falling numbers. The 1994/95 total was 6.5% less than the 62,148 scholars recorded in 1991/92 (the survey was then biennial).

Over four in ten (43%) of the foreign scholars in the United States come from Asia. This year their numbers increased 6.2% over last year, to 28,135, paralleling the similar rise in students from Asia. Asians have traditionally had a strong presence among foreign scholars because of the comparatively high numbers coming from China, Japan, India and Korea. This year, each of these countries saw an increase in scholars in the United States. China's number was up a whopping 10.1%, India's 9.7%, Korea's 2.3%, and Japan's 2.0%.



The number of scholars from Europe continues to rise, albeit slightly. European scholars make up nearly 37.3% of the scholars here and number 24,419. Predominant among these Europeans are Germans. German scholars (totaling 4,783) outnumber those from the United Kingdom (2,936), France (2,610), Italy (1,816) and Spain (1,514). Although not as numerous as some Western European groups, Russians (2,520) and Poles (753) also make up a sizable proportion of the European total. The 4.0% increase in scholars from Europe is largely attributable this year to increases from countries in Western Europe.

The countries with the largest number of scholars in the United States are China (10,709), Japan (5,472), Korea (4,520), Germany (4,783) and India (4,092). While most of the leading countries are in Asia or Europe, two Latin American countries, Brazil and Mexico, also have relatively high numbers of scholars here, with 1,203 and 828, respectively. Other countries with large numbers are Canada (2,882), Israel (900) and Australia (948).

10.0

FOREIGN SCHOLAR SURVEY RESPONSE RATE, 1993/94-1997/98

Institutions	1993/94	1994/95	1995/96	1996/97	1997/98
Surveyed	403	403	409	405	390
Responding	347	374	367	356	331
Percent Responding	86.1	92.8	89.7	87.9	84.9
TOTAL	**59,981**	**58,074**	**59,403**	**62,354**	**65,494**

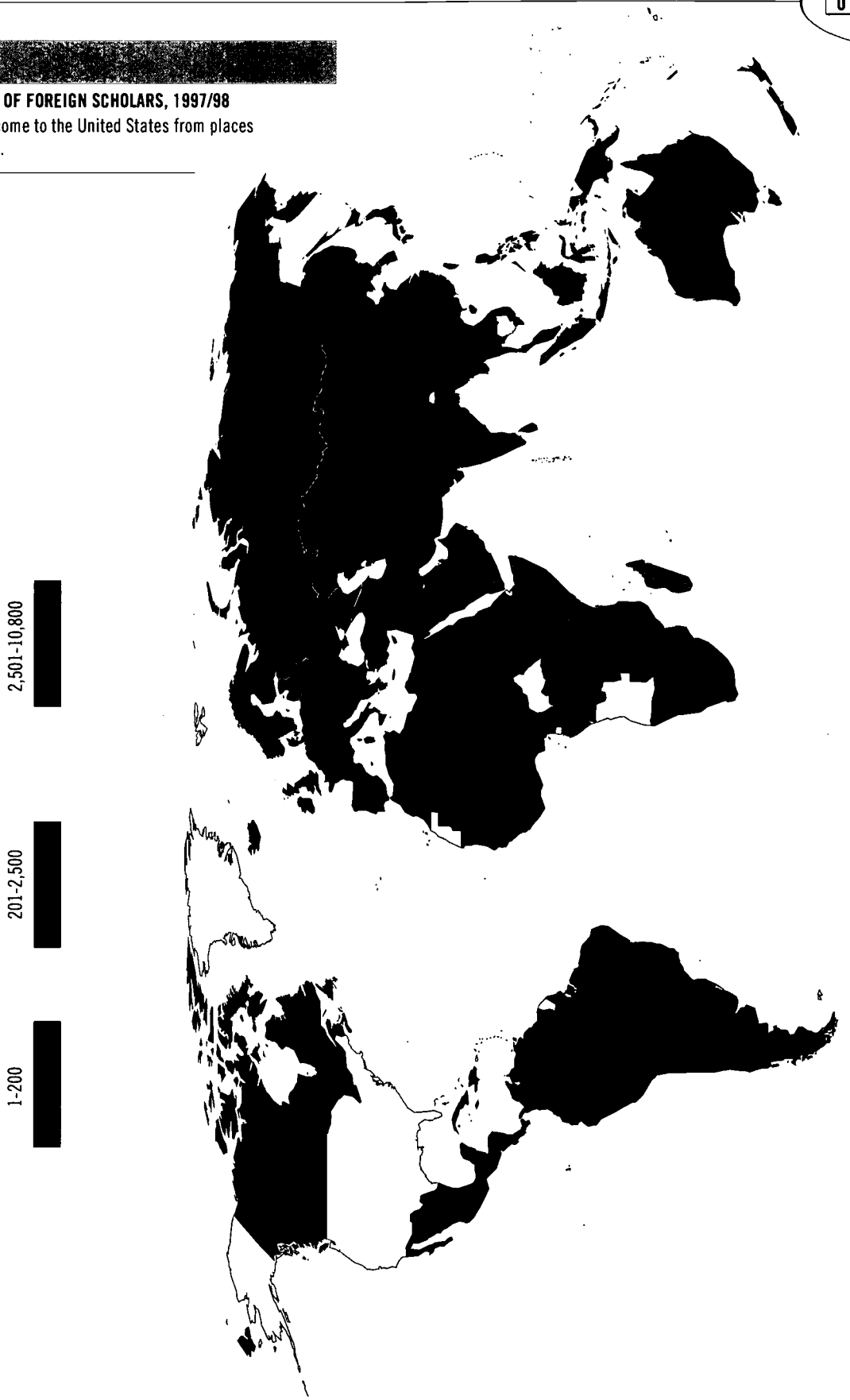
10.1

REGION OF ORIGIN OF FOREIGN SCHOLARS IN THE UNITED STATES, 1993/94 - 1997/98

	Percent of Scholars				
Region of Origin	1993/94	1994/95	1995/96	1996/97	1997/98
Africa	3.3	3.4	3.4	3.4	3.4
Asia	45.7	43.4	41.9	42.5	43.0
Europe	35.6	37.1	38.3	37.7	37.3
Latin America	5.7	5.9	6.3	6.2	6.2
Middle East	4.0	4.1	4.4	4.2	3.9
North America	4.1	4.3	4.0	4.2	4.4
Oceania	1.6	1.8	1.7	1.8	1.8
TOTAL	**59,981**	**58,074**	**59,403**	**62,354**	**65,494**

COUNTRIES OF ORIGIN OF FOREIGN SCHOLARS, 1997/98

Most foreign scholars come to the United States from places within Asia and Europe.



10.2

FOREIGN SCHOLAR TOTALS BY PLACE OF ORIGIN, 1996/97-1997/98

Place of Origin	1996/97	1997/98	% Change
AFRICA	**2,099**	**2,211**	**5.3**
Eastern Africa	**373**	**377**	**1.1**
Burundi	3	2	-33.3
Comoros	0	1	-
Eritrea	3	0	-100.0
Ethiopia	62	63	1.6
Kenya	122	127	4.1
Madagascar	8	14	75.0
Malawi	6	13	116.7
Mauritius	10	6	-40.0
Mozambique	4	6	50.0
Rwanda	6	7	16.7
Somalia	10	6	-40.0
Tanzania	52	43	-17.3
Uganda	30	35	16.7
Zambia	14	16	14.3
Zimbabwe	42	38	-9.5
East Africa, Unspecified	1	0	-100.0
Central Africa	**68**	**64**	**-5.9**
Cameroon	36	38	5.6
Central African Republic	1	0	-100.0
Chad	2	2	0.0
Congo	6	2	-66.7
Gabon	1	2	100.0
Sâo Tomé & Príncipe	1	2	100.0
Zaire	21	18	-14.3
North Africa	**933**	**1,012**	**8.5**
Algeria	83	84	1.2
Egypt	634	658	3.8
Libya	2	4	100.0
Morocco	130	152	16.9
Sudan	35	40	14.3
Tunisia	49	74	51.0
Southern Africa	**296**	**300**	**1.4**
Botswana	4	6	50.0
Lesotho	0	1	-
Namibia	2	2	0.0
South Africa	288	289	0.3
Swaziland	2	2	0.0
Western Africa	**429**	**458**	**6.8**
Benin	7	12	71.4
Burkina Faso	0	5	-
Côte d'Ivoire	20	20	0.0
Gambia	8	4	-50.0
Ghana	94	91	-3.2
Guinea	0	6	-
Guinea-Bissau	0	1	-
Liberia	8	4	-50.0
Mali	10	6	-40.0
Mauritania	2	2	0.0
Niger	3	2	-33.3
Nigeria	225	256	13.8
Senegal	31	25	-19.4
Sierra Leone	13	18	38.5
Togo	8	6	-25.0
ASIA	**26,500**	**28,135**	**6.2**
East Asia	**20,833**	**22,138**	**6.3**
China	9,724	10,709	10.1
Hong Kong	217	193	-11.1
Japan	5,365	5,472	2.0
Korea, DPR	1	4	300.0
Macao	1	0	-100.0
Mongolia	14	17	21.4
Republic of Korea	4,419	4,520	2.3
Taiwan	1,092	1,223	12.0
South & Central Asia	**4,552**	**4,868**	**6.9**
Afghanistan	3	5	66.7
Bangladesh	135	149	10.4
Bhutan	1	0	-100.0
India	3,731	4,092	9.7
Kazakhstan	62	29	-53.2
Kyrgyzstan	26	12	-53.8
Nepal	61	62	1.6
Pakistan	363	356	-1.9
Republic of Maldives	0	2	-
Sri Lanka	121	110	-9.1
Tajikistan	6	4	-33.3
Turkmenistan	7	1	-85.7
Uzbekistan	36	46	27.8
Southeast Asia	**1,115**	**1,129**	**1.3**
Brunei	1	1	0.0
Cambodia	3	0	-100.0
Indonesia	143	121	-15.4
Laos	9	4	-55.6
Malaysia	143	159	11.2
Myanmar	10	14	40.0
Philippines	314	317	1.0
Singapore	107	120	12.1
Thailand	312	307	-1.6
Vietnam	73	86	17.8

10.2 (cont.)

FOREIGN SCHOLAR TOTALS BY PLACE OF ORIGIN, 1996/97- 1997/98

Place of Origin	1996/97	1997/98	% Change
EUROPE	**23,479**	**24,419**	**4.0**
Eastern Europe	**5,793**	**5,783**	**-0.2**
Albania	17	29	70.6
Armenia	43	32	-25.6
Azerbaijan	17	11	-35.3
Belarus	67	60	-10.4
Bosnia & Herzegovina	30	31	3.3
Bulgaria	229	231	0.9
Croatia	125	101	-19.2
Czech Republic	288	255	-11.5
Czechoslovakia (former)	10	1	-90.0
Estonia	43	35	-18.6
Georgia	51	69	35.3
Hungary	463	495	6.9
Latvia	101	35	-65.3
Lithuania	65	60	-7.7
Macedonia	10	8	-20.0
Moldova	14	11	-21.4
Poland	802	753	-6.1
Romania	256	277	8.2
Russia	2,471	2,520	2.0
Slovakia	100	104	4.0
Slovenia	58	42	-27.6
U.S.S.R. (former)	36	14	-61.1
Ukraine	342	389	13.7
Yugoslavia (former)	155	220	41.9
Western Europe	**17,686**	**18,636**	**5.4**
Austria	376	345	-8.2
Belgium	309	364	17.8
Denmark	419	375	-10.5
Finland	304	307	1.0
France	2,444	2,610	6.8
Germany	4,301	4,783	11.2
Gibraltar	1	1	0.0
Greece	384	414	7.8
Iceland	53	62	17.0
Ireland	201	225	11.9
Italy	1,738	1,816	4.5
Liechtenstein	0	1	-
Luxembourg	14	11	-21.4
Malta	9	8	-11.1
Monaco	1	0	-100.0
Netherlands	1,015	1,034	1.9
Norway	367	340	-7.4
Portugal	149	157	5.4
Spain	1,512	1,514	0.1
Sweden	561	611	8.9
Switzerland	734	721	-1.8
United Kingdom	2,794	2,936	5.1
Vatican City	0	1	-
LATIN AMERICA	**3,889**	**4,061**	**4.4**
Caribbean	**254**	**255**	**0.4**
Antigua	2	4	100.0
Aruba	0	1	-
Bahamas	8	16	100.0
Barbados	11	20	81.8
British Virgin Islands	1	1	0.0
Cuba	28	17	-39.3
Dominica	2	2	0.0
Dominican Republic	37	23	-37.8
Grenada	2	6	200.0
Haiti	9	11	22.2
Jamaica	78	91	16.7
Martinique	1	1	0.0
Montserrat	0	1	-
Netherlands Antilles	8	4	-50.0
St. Kitts-Nevis	6	4	-33.3
St. Lucia	3	7	133.3
St. Vincent	2	2	0.0
Trinidad & Tobago	54	43	-20.4
Windward Islands	1	0	-100.0
Caribbean, Unspecified	1	1	0.0
Central America/Mexico	**973**	**1,016**	**4.4**
Belize	1	4	300.0
Costa Rica	50	52	4.0
El Salvador	19	16	-15.8
Guatemala	51	50	-2.0
Honduras	21	30	42.9
Mexico	787	828	5.2
Nicaragua	18	20	11.1
Panama	26	16	-38.5
South America	**2,662**	**2,790**	**4.8**
Argentina	486	506	4.1
Bolivia	17	23	35.3
Brazil	1,176	1,203	2.3
Chile	189	212	12.2
Colombia	302	285	-5.6
Ecuador	53	49	-7.5
Guyana	18	14	-22.2
Paraguay	11	7	-36.4
Peru	131	165	26.0

10.2 (cont.)

FOREIGN SCHOLAR TOTALS BY PLACE OF ORIGIN, 1996/97-1997/98

Place of Origin	1996/97	1997/98	% Change
Suriname	3	6	100.0
Uruguay	36	53	47.2
Venezuela	240	267	11.3
MIDDLE EAST	**2,624**	**2,580**	**-1.7**
Bahrain	1	1	0.0
Cyprus	30	41	36.7
Iran	298	297	-0.3
Iraq	28	19	-32.1
Israel	1,000	900	-10.0
Jordan	141	128	-9.2
Kuwait	31	28	-9.7
Lebanon	146	129	-11.6
Oman	9	2	-77.8
Quatar	0	7	-
Saudi Arabia	112	90	-19.6
Syria	96	89	-7.3
Turkey	711	831	16.9
United Arab Emirates	7	16	128.6
Yemen	14	2	-85.7
NORTH AMERICA	**2,615**	**2,882**	**10.2**
Canada	2,613	2,882	10.3
Bermuda	2	0	-100.0
OCEANIA	**1,135**	**1,195**	**5.3**
Australia	862	948	10.0
Fiji	1	0	-100.0
French Polynesia	1	0	-100.0
New Caledonia	1	1	0.0
New Zealand	264	236	-10.6
Niue	1	0	-100.0
Papua New Guinea	4	10	150.0
Western Samoa	1	0	-100.0
Stateless	10	6	-40.0
WORLD TOTAL	**62,354**	**65,494**	**5.0**

10.3

INSTITUTIONS HOSTING THE MOST FOREIGN SCHOLARS, 1996/97 - 1997/98

Rank	Institution	City	State	1996/97	1997/98
1	Harvard University	Cambridge	MA	2,382	2,415
2	University of California, Berkeley	Berkeley	CA	2,358	*2,358
3	Stanford University	Stanford	CA	1,143	1,540
4	University of California, Los Angeles	Los Angeles	CA	1,519	*1,519
5	University of California, San Diego	La Jolla	CA	1,451	1,473
6	Massachusetts Institute of Technology	Cambridge	MA	1,376	1,404
7	University of Pennsylvania	Philadelphia	PA	1,220	1,318
8	University of Washington	Seattle	WA	1,236	1,253
9	University of Minnesota- Twin Cities	Minneapolis	MN	1,188	1,236
10	Cornell University	Ithaca	NY	1,155	1,160
11	Ohio State University Main Campus	Columbus	OH	721	1,144
12	University of California, Davis	Davis	CA	1,134	1,130
13	University of Wisconsin- Madison	Madison	WI	976	1,114
14	University of Michigan- Ann Arbor	Ann Arbor	MI	1,022	1,075
15	University of Maryland College Park	College Park	MD	567	1,052
16	Univ of Illinois Urbana-Champaign	Champaign	IL	1,034	1,050
17	PA State Univ Univ Park Campus	University Park	PA	968	1,025
18	University of Florida	Gainesville	FL	943	950
19	University of California, Irvine	Irvine	CA	965	950
20	Yale University	New Haven	CT	832	944
21	Washington University	St. Louis	MO	781	824
22	University of Illinois at Chicago	Chicago	IL	718	792
23	University of California, Santa Barbara	Santa Barbara	CA	570	767
24	University of Southern California	Los Angeles	CA	437	767
25	University of Texas at Austin	Austin	TX	799	759
26	Univ of North Carolina Chapel Hill	Chapel Hill	NC	817	734
27	Emory University	Atlanta	GA	634	711
28	Texas A&M University	College Station	TX	569	693
29	Columbia College of Columbia Univ	New York	NY	688	*688
30	Michigan State University	East Lansing	MI	755	654

* *1997/98 data not provided*

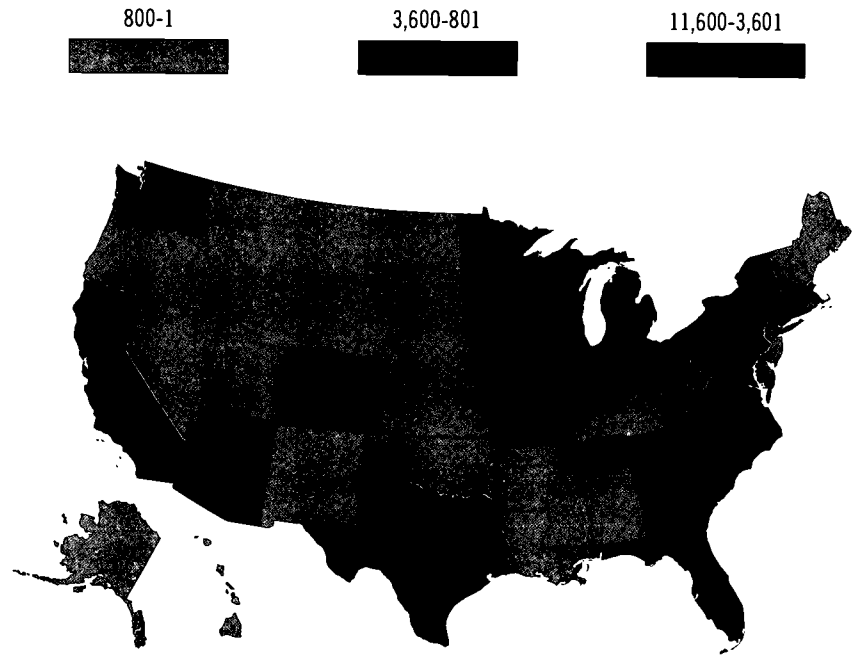
Harvard University continues to host the most foreign scholars. Harvard has 2,415 foreign scholars, almost 100 more than the University of California at Berkeley that, with 2,358 scholars in 1996/97, was the second largest host. Stanford University was third, with 1,540, followed by the University of California at Los Angeles, with 1,519. These Research I institutions are known to house nationally and internationally recognized programs in the sciences and/or engineering, fields of major interest to foreign scholars. (See Section 11 for description of types of institutions surveyed and not surveyed.)

California is host to the largest number of foreign scholars (11,530), but Massachusetts (5,219) and New York (4,468) also have considerable numbers in their research universities.

This roughly parallels the distribution of foreign students in the United States, with California being the major host followed by New York.

10.b

DISTRIBUTION OF FOREIGN SCHOLARS IN THE UNITED STATES, 1997/98



10.4

FOREIGN SCHOLARS BY STATE,
1993/94 - 1997/98

State	1993/94 Total	1994/95 Total	1995/96 Total	1996/97 Total	1997/98 Total	Percent Change
Alabama	808	652	591	659	765	16.1
Alaska	31	50	24	31	31	0.0
Arizona	688	515	835	887	889	0.2
Arkansas	207	214	307	157	199	26.8
California	9,986	10,314	11,723	10,485	11,530	10.0
Colorado	1,062	1,156	922	946	920	-2.7
Connecticut	60	33	985	1,040	1,100	5.8
Delaware	793	328	363	366	327	-10.7
D.C.	330	731	779	742	544	-26.7
Florida	1,633	1,820	1,661	1,822	1,858	2.0
Georgia	1,030	1,246	2,201	1,434	1,592	11.0
Hawaii	975	188	188	234	293	25.2
Idaho	54	46	321	272	76	-72.1
Illinois	2,340	2,374	1,741	2,847	2,892	1.6
Indiana	1,700	1,438	1,550	1,672	1,754	4.9
Iowa	830	774	922	1,139	941	-17.4
Kansas	595	362	313	413	343	-16.9
Kentucky	305	368	445	482	517	7.3
Louisiana	444	539	505	486	591	21.6
Maine	47	63	54	28	34	21.4
Maryland	912	668	737	1,117	1,647	47.4
Massachusetts	5,807	5,185	5,274	5,044	5,219	3.5
Michigan	1,402	2,165	1,725	2,430	2,253	-7.3
Minnesota	1,306	1,227	1,231	1,197	1,255	4.8
Mississippi	255	178	171	164	161	-1.8

10.4 (cont.)

FOREIGN SCHOLARS BY STATE,
1993/94 - 1997/98

State	1993/94 Total	1994/95 Total	1995/96 Total	1996/97 Total	1997/98 Total	Percent Change
Missouri	2,154	1,473	1,429	1,485	1,509	1.6
Montana	73	93	113	128	112	-12.5
Nebraska	281	300	244	357	207	-42.0
Nevada	141	98	185	167	173	3.6
New Hampshire	188	195	240	234	324	38.5
New Jersey	1,006	919	520	472	558	18.2
New Mexico	200	210	222	168	257	53.0
New York	4,620	4,599	4,067	4,311	4,468	3.6
North Carolina	1,511	1,424	1,463	1,414	1,776	25.6
North Dakota	174	53	57	98	87	-11.2
Ohio	1,681	1,862	1,920	2,103	2,525	20.1
Oklahoma	363	450	219	456	432	-5.3
Oregon	878	715	792	729	756	3.7
Pennsylvania	3,594	3,681	3,277	4,012	3,858	-3.8
Rhode Island	281	341	399	449	434	-3.3
South Carolina	486	469	422	547	964	76.2
South Dakota	19	10	23	35	14	-60.0
Tennessee	1,105	1,197	1,000	1,087	893	-17.8
Texas	3,610	3,574	3,243	3,616	3,636	0.6
Utah	338	448	383	505	511	1.2
Vermont	228	207	200	189	209	10.6
Virginia	1,030	1,015	1,017	1,042	1,191	14.3
Washington	1,202	1,215	1,309	1,397	1,465	4.9
West Virginia	53	54	40	28	33	17.9
Wisconsin	1,044	750	888	1,077	1,243	15.4
Wyoming	65	56	103	83	83	0.0
Puerto Rico	56	32	60	71	45	-36.6
U.S. TOTAL	**59,981**	**58,074**	**59,403**	**62,354**	**65,494**	**5.0**

10.5

PRIMARY ACTIVITY OF FOREIGN SCHOLARS IN THE UNITED STATES, 1993/94 - 1997/98

Most foreign scholars are engaged primarily in research activities, and that proportion has increased over the past five years.

	Percent of Scholars				
Primary Function	**1993/94**	**1994/95**	**1995/96**	**1996/97**	**1997/98**
Research	79.8	80.7	82.6	81.9	83.1
Teaching	12.1	12.2	11.5	11.5	11.5
Both	8.1	7.1	5.9	6.6	5.4
TOTAL	**59,981**	**58,074**	**59,403**	**62,354**	**65,494**

10.6

MAJOR FIELD OF SPECIALIZATION OF FOREIGN SCHOLARS, 1993/94 - 1997/98

The sciences and engineering are the leading fields for foreign scholars, and this distribution has remained constant over the past five years.

Major Field of	Percent of Scholars				
Specialization	**1993/94**	**1994/95**	**1995/96**	**1996/97**	**1997/98**
Health Sciences	27.4	28.6	27.6	27.1	26.9
Physical Sciences	14.7	12.8	14.3	13.8	14.5
Life and Biological Sciences	13.1	14.1	12.8	15.4	14.4
Engineering	11.6	11.9	13.4	11.8	11.7
Social Sciences and History	4.6	4.0	4.2	4.6	4.6
Agriculture	3.7	3.4	3.5	4.1	4.0
Mathematics	2.9	2.5	2.8	2.8	2.9
Computer and Information Sciences	2.3	2.3	2.7	2.2	2.9
Business Management	3.2	2.8	2.9	2.6	2.5
Other	2.2	3.1	1.5	1.6	2.2
Foreign Languages and Literature	2.2	2.3	2.0	2.3	1.9
Area and Ethnic Studies	1.7	1.8	1.5	1.6	1.7
Letters	1.5	1.4	1.7	1.8	1.6
Visual and Performing Arts	1.6	1.2	1.7	1.5	1.5
Education	1.5	1.8	1.6	1.4	1.4
Law and Legal Studies	1.2	1.1	1.0	1.0	1.0
Psychology	0.9	0.9	0.9	0.8	1.0
Philosophy and Religion	1.1	1.1	0.7	0.9	0.7
Architecture and Environmental Design	0.7	0.7	0.8	0.7	0.6
Home Economics	0.4	0.4	0.4	0.5	0.6
Public Affairs	0.7	0.6	0.8	0.7	0.5
Communication	0.6	0.6	0.6	0.4	0.5
Library Sciences	0.3	0.2	0.2	0.3	0.3
Marketing	0.1	0.1	0.1	0.1	0.1
TOTAL	**59,981**	**58,074**	**59,403**	**62,354**	**65,494**

Research is the primary activity of most of the foreign scholars at U.S. universities around the country. Over three-quarters (83.1%) of the foreign scholars here are involved solely in research activities. Only 11.5% were here primarily for teaching, and a smaller 5.4% were concerned with both. Since the early 1990s, there has been a marked shift away from research combined with teaching, perhaps reflecting a continuing debate on campuses about the role of foreign scholars in teaching activities, particularly at the undergraduate level. While scholarly research and graduate education are vital research university functions, it has emerged that the central mission of these institutions is high quality undergraduate education. This emphasis may gradually have reduced the number of teaching posts for foreign scholars.

The greatest share of scholars is concentrated in the fields of health sciences (26.9%). The next largest group of fields is those most closely tied to the development of technologically based industrial economies in the home countries of many foreign scholars. These fields include the physical sciences (14.5%), life and biological sciences (14.4%), and engineering (11.7%). Despite the rapid evolution of the global economy, business was the field of only 2.5% of the scholars. Social sciences and fields in the humanities also attracted less than 5% of the scholars.

Most foreign scholars in the United States are male (73.7%). Men outnumber women by almost three to one. The percentage of female scholars has remained stable. In the foreign student population, the ratio of male to female students is closer to 60% to 40%.

Foreign scholars most often arrive in the United States on J visas (73.2%). While J visas are granted to sponsored students, they are predominantly granted to exchange visitors who come to the United States in a teaching, trainee or research capacity. H visas, the temporary visa granted to persons of extraordinary ability and distinguished merit or to workers performing services unavailable in the United States, is the visa type of 18.3% of the scholars. A smaller 8.5% are on other types of visas.

10.7

SEX OF FOREIGN SCHOLARS IN THE UNITED STATES, 1993/94 - 1997/98

	Percent of Foreign Scholars				
SEX	**1993/94**	**1994/95**	**1995/96**	**1996/97**	**1997/98**
Male	75.0	73.8	73.7	74.2	73.7
Female	25.0	26.2	26.3	25.8	26.3
TOTAL	**59,981**	**58,074**	**59,403**	**62,354**	**65,494**

10.8

VISA STATUS OF FOREIGN SCHOLARS IN THE UNITED STATES, 1993/94 - 1997/98

	Percent of Foreign Scholars				
Visa Status	**1993/94**	**1994/95**	**1995/96**	**1996/97**	**1997/97**
J Visa	73.8	76.6	77.0	75.9	73.2
H Visa	17.8	16.0	16.2	17.6	18.3
Other	8.4	7.4	6.8	6.5	8.5
TOTAL	**59,981**	**58,074**	**59,403**	**62,354**	**65,494**

ABOUT THE SURVEYS

METHODOLOGY

History of the Census

Since its founding in 1919, the Institute of International Education (IIE) has conducted an annual census of foreign students in the United States. For the first 30 years this effort was carried out jointly by IIE and the Committee on Friendly Relations Among Foreign Students. IIE's first independent publication of the results of the annual census was *Education for One World*, containing data for the 1948/49 academic year. It was renamed *Open Doors* in 1954/55, and began receiving USIA support in the early 1970s. *Open Doors* is generally considered the primary source for basic statistics about foreign students in the United States. The strong response to the *Open Doors* survey (94.3% in 1997/98) means that the survey constitutes the most comprehensive set of data on the U.S. foreign student population.

11

Research Methodology and Data Characteristics

The Research Division of IIE obtained the data presented in *Open Doors 1997/98* through a survey conducted, in fall 1997 and spring 1998, of campus officials in 2,726 regionally accredited institutions of higher education in the United States.

Response Rate

Of the institutions surveyed, 2,571 or 94.3%, responded to the questionnaire, as is shown in Table 11.0. The response rate, although always high, has fluctuated over the history of the Census, reaching the lowest point in the mid-1970s. However, in the past decade it has been very high, ranging from 92.6% in 1979/80 to 99.5% in 1987/88, then dipping to 92.8% in 1992/93 and this year 94.3%.

Types of Responses

Over nine-tenths (2,394) of the institutions that responded to the survey reported enrolling international students (Table 11.0). Of the schools with international students, a total of 561 (representing 23.4%) provided only total foreign student counts (Step 1), as shown in Table 11.1. The majority (76.6%), however, provided information not only on the total but also on the students' countries of origin, fields of study, academic levels, sex and other characteristics (Step 2) as well.

INSTITUTIONS SURVEYED AND TYPE OF RESPONSE, SELECTED YEARS, 1964/65-1997/98

Year	Institutions Surveyed	Institutions w/ Foreign Students	Institutions w/o Foreign Students	Total Responding Institutions	% Response
1964/65	2,556	1,859	434	2,293	89.7
1969/70	2,859	1,734	265	1,999	69.9
1974/75	3,085	1,760	148	1,908	61.8
1979/80	3,186	2,651	299	2,950	92.6
1984/85	2,833	2,492	274	2,766	97.6
1989/90	2,891	2,546	294	2,840	98.2
1990/91	2,879	2,543	241	2,784	96.7
1991/92	2,823	2,436	228	2,646	94.4
1992/93	2,783	2,417	166	2,583	92.8
1993/94	2,743	2,451	163	2,614	95.3
1994/95	2,758	2,517	167	2,684	97.3
1995/96	2,715	2,403	176	2,579	95.7
1996/97	2,732	2,428	185	2,613	95.6
1997/98	2,726	2,394	177	2,571	94.3

INSTITUTIONS REPORTING FOREIGN STUDENTS AND TYPE OF RESPONSE, 1995/96 - 1997/98

Type of Response	1995/96 Number	%	1996/97 Number	%	1997/98 Number	%
Total Only-STEP 1	376	15.6	620	25.5	561	23.4
Institutional Data-STEP 2	2,027	84.4	1,993	82.1	1,833	76.6
Individual Data-STEP 3	1,470	61.2	-[1]	-[1]	1,563	65.3
TOTAL WITH STUDENTS	**2,403**		**2,428**		**2,394**	

1 Step 3 data collected biannually, so none requested in 1996/97

11.2

RESPONSE RATE TO INDIVIDUAL VARIABLES IN THE OPEN DOORS CENSUS, 1997/98

Category	Base Number	% of Foreign Students
Academic Level	407,707	84.7
Country of Origin	399,346	83.0
Sex	391,060	81.3
Field of Study	386,480	80.3
Visa (Immigration) Status	361,677	75.1
Enrollment Status	345,378	71.8
Marital Status	220,994	45.9
Primary Source of Funds	193,813	40.3
Total Reported	**481,280**	

A high proportion of the colleges and universities with foreign students sent data on all of the characteristics on the questionnaire, as Table 11.2 shows. Some variables commanded a greater number of responses: data on academic level exist for 84.7% of all foreign students reported, country of origin information for 83% and field of study breakdowns for 80.3%. Conversely, information on the students' primary source of funding and on their marital status is available for less than half of the total number reported (40.3% and 45.9%, respectively).

The accuracy of this survey or any survey depends upon the joint effect of sampling and non-sampling errors. The data reported here would be somewhat different if a complete census had been obtained. Non-sampling errors arise because of problems in survey design, data processing and non-response bias. In general the effects of non-sampling errors are both harder to detect and lead to greater caution in interpretation than errors arising from sample variability.

Imputation

Throughout this document, student counts other than the total foreign student enrollment are determined by imputation. Estimates of the number of students from each country of origin, field of study, academic level and all other breakdowns are imputed from the world total of 481,280 foreign students, which is the actual number of all non-immigrant students reported in the survey in 1997/98. For each imputation, base or raw counts were multiplied by a correction factor that reflects the ratio of difference between the sum of the categories being imputed and the world total. For example, the sum of the number of all students with sex data in this year's Census was 391,060. The ratio of the total reported number of foreign students to those whose sex is known is 1.230706285. Thus multiplying the male and female base or raw student count by 1.230706285 gives the imputed number of male and female students from each country. It should be noted that foreign student numbers vary slightly within this publication. Due to rounding, percentages do not always add up to 100%. This is also true for some imputations. In these instances the total percent column is listed as 100% to indicate that all categories are accounted for. A relatively large discrepancy exists between the academic level figures reported by country and those provided for all foreign students in general. This discrepancy results from the differential response rates to the nationality question and the academic level question. Further, a number of institutions are unable to provide nationality by academic level data.

11.3

COUNTRY CODES BY COUNTRY WITHIN WORLD REGION

1000	**AFRICA**
1100	**Eastern Africa**
1115	Burundi
1120	Comoros
1105	Djibouti
1195	Eritrea
1125	Ethiopia
1130	Kenya
1135	Madagascar
1140	Malawi
1145	Mauritius
1150	Mozambique
1155	Réunion
1165	Rwanda
1170	Seychelles
1175	Somalia
1180	Tanzania
1185	Uganda
1190	Zambia
1160	Zimbabwe
1200	**Central Africa**
1210	Angola
1220	Cameroon
1230	Central African Rep
1240	Chad
1250	Congo
1260	Equatorial Guinea
1270	Gabon
1280	Sâo Tomé & Príncipe
1290	Zaire
1300	**North Africa**
1310	Algeria
1320	Canary Islands
1330	Egypt
1340	Libya
1350	Morocco
1370	Sudan
1380	Tunisia
1360	Western Sahara
1400	**Southern Africa**
1410	Botswana
1420	Lesotho
1430	Namibia
1440	South Africa
1450	Swaziland
1500	**Western Africa**
1510	Benin
1585	Burkina Faso
1505	Cape Verde
1535	Cotê d'Ivoire
1515	Gambia
1520	Ghana
1525	Guinea
1530	Guinea-Bissau
1540	Liberia
1545	Mali
1550	Mauritania
1555	Niger
1560	Nigeria
1565	St. Helena
1570	Senegal
1575	Sierra Leone
1580	Togo
2000	**ASIA**
2100	**East Asia**
2110	China
2120	Taiwan
2130	Hong Kong
2140	Japan
2150	Korea, Democratic People's Rep of
2160	Korea, Republic of
2170	Macao
2180	Mongolia
2200	**South and Central Asia**
2205	Afghanistan
2210	Bangladesh
2215	Bhutan
2220	India
2260	Kazakhstan
2265	Kyrgyzstan
2225	Maldives, Rep of
2230	Nepal
2235	Pakistan
2245	Sri Lanka
2270	Tajikistan
2250	Turkmenistan
2255	Uzbekistan

11.3 (cont.)

COUNTRY CODES BY COUNTRY WITHIN WORLD REGION

2300 Southeast Asia
2305 Brunei
2320 Cambodia
2315 Indonesia
2325 Laos
2330 Malaysia
2310 Myanmar
2335 Philippines
2345 Singapore
2350 Thailand
2360 Vietnam

3000 EUROPE

3100 Eastern Europe
3110 Albania
3189 Armenia
3174 Azerbaijan
3181 Belarus
3193 Bosnia & Herzegovina
3120 Bulgaria
3191 Croatia
3131 Czech Republic
3130 Czechoslovakia (former)
3183 Estonia
3188 Georgia
3150 Hungary
3184 Latvia
3185 Lithuania
3194 Macedonia
3187 Moldova
3160 Poland
3170 Romania
3186 Russia
3132 Slovakia
3192 Slovenia
3182 Ukraine
3180 U.S.S.R.(former)
3190 Yugoslavia (former)

3200 Western Europe
3203 Andorra
3206 Austria
3210 Belgium
3213 Denmark
3220 Finland
3223 France
3226 Germany
3233 Gibraltar
3236 Greece
3243 Iceland
3246 Ireland
3250 Italy
3253 Liechtenstein
3256 Luxembourg
3260 Malta
3263 Monaco
3266 Netherlands
3270 Norway
3273 Portugal
3276 San Marino
3280 Spain
3283 Sweden
3286 Switzerland
3290 United Kingdom
3240 Vatican City

4000 LATIN AMERICA

4100 Caribbean
4103 Aruba
4105 Bahamas
4110 Barbados
4115 Cayman Islands
4120 Cuba
4125 Dominican Republic
4130 Guadeloupe
4135 Haiti
4140 Jamaica
4150 Leeward Islands
4155 Anguilla
4151 Antigua
4152 British Virgin Islands
4153 Montserrat
4154 St. Kitts-Nevis
4160 Martinique
4170 Netherlands Antilles
4180 Trinidad & Tobago
4185 Turks & Caicos Isles
4190 Windward Islands
4191 Dominica
4192 Grenada
4193 St. Lucia
4194 St. Vincent

Analytic Notes

Much of the weight of analysis in this report is borne by figures and data maps. The use of these graphic devices poses problems that are not shared by numerical analysis. The key difficulty is that there is not a commonly accepted set of fast standards for the production of figures. In this report we have attempted to follow the guidelines for graphical excellence described by Edward Tufte in *The Visual Display of Quantitative Information* (1983) and *Envisioning Information* (1990).

In general we have attempted to keep our figures clean to maximize "data ink" and to minimize "chart junk." Our broader intention is to invite discussion, thought and further analysis of student flow data. In the production of our data maps, Tufte's work and Mark Monmonier's volume *How to Lie With Maps* (1991) were helpful. The chances for distortion using data maps are many times greater than for figures. The look and feel of our graphics has been heavily influenced by the graphic excellence of the map and figure displays regularly carried in *The New York Times*. We are also indebted to practitioners of the art of transforming data into meaning. In building data maps we have used two principal means to establish grouping categories. For some maps categorizations were made by constructing intervals by means of searching for a "natural break" in the data. For other displays, the "natural break" technique was customized for clarity. Maps are typically dense multi-layered objects that have an aesthetic quality of their own. In

our use of maps we have stripped down their individual information density to better tell a single story. The reader is encouraged to view each map together with others. By considering a series of maps, rather than individual ones in isolation, a reader can add back layers of meaning.

Country Classification System

The classification of countries into regional groupings reported in Section 2 of this report follows IIE practices that were originated when the *Open Doors* Census was first conducted in 1948.

Guidelines for Release of Census Data

Reports based on Census data are available to individuals, agencies or corporations for clearly identified purposes of scholarly research, public information or employment recruitment. Reports will be produced for employment recruitment purposes only when the employer has indicated that the openings are for employment in the students' home countries or home regions. IIE reserves the right to request that the proposed use of data be documented and to withhold data when the request is not deemed to be for appropriate scholarly, public information or employment recruitment purposes.

11.3 (cont.)

COUNTRY CODES BY COUNTRY WITHIN WORLD REGION

4200	**Central America/Mexico**
4210	Belize
4230	Costa Rica
4240	El Salvador
4250	Guatemala
4260	Honduras
4270	Mexico
4280	Nicaragua
4290	Panama
4300	**South America**
4305	Argentina
4310	Bolivia
4315	Brazil
4320	Chile
4325	Colombia
4330	Ecuador
4335	Falkland Islands
4340	French Guyana
4345	Guyana
4350	Paraguay
4355	Peru
4360	Suriname
4365	Uruguay
4370	Venezuela
2400	**MIDDLE EAST**
2405	Bahrain
2410	Cyprus
2415	Iran
2420	Iraq
2425	Israel
2430	Jordan
2435	Kuwait
2440	Lebanon
2445	Oman
2443	Palestinian Authority
2450	Qatar
2455	Saudi Arabia
2460	Syria
2465	Turkey
2470	United Arab Emirates
2485	Yemen
5000	**NORTH AMERICA**
5110	Bermuda
5120	Canada
6000	**OCEANIA**
6100	**Australia & New Zealand**
6110	Australia
6120	New Zealand
6200	**Pacific Ocean Island Areas**
6210	Cook Islands
6215	Fiji
6220	French Polynesia
6225	Kiribati
6227	Marshall Islands
6260	Micronesia, Federated States of
6230	Nauru
6235	New Caledonia
6250	Niue
6255	Norfolk Island
6263	Palau
6240	Papua New Guinea
6205	Solomon Islands
6270	Tonga
6271	Tuvalu
6245	Vanuatu
6275	Wallis & Futuna Isles
6280	Western Samoa

11.4

FIELD OF STUDY CATEGORY CODES*

AGRICULTURE
01 Agricultural, Business and Production
02 Agricultural Sciences
03 Conservation and Renewable Natural Resources

ARCHITECTURE AND RELATED PROGRAMS
04 Architecture and Related Programs

AREA, ETHNIC AND CULTURAL STUDIES
05 Area, Ethnic and Cultural Studies

BUSINESS MANAGEMENT AND ADMINISTRATIVE SERVICES
52 Business Management and Administrative Services
08 Marketing Operations and Distribution

COMMUNICATIONS
09 Communications
10 Communication Technologies

COMPUTER AND INFORMATION SCIENCES
11 Computer and Information Sciences

PERSONAL AND MISCELLANEOUS SERVICES
12 Personal and Miscellaneous Services

EDUCATION
13 Education

ENGINEERING
14 Engineering
15 Engineering-related Technologies

FOREIGN LANGUAGES AND LITERATURE
16 Foreign Languages and Literature

HEALTH
51 Health Professions and Related Sciences

HOME ECONOMICS
19 Home Economics
20 Vocational Home Economics

LAW AND LEGAL STUDIES
22 Law and Legal Studies

ENGLISH LANGUAGE AND LITERATURE/LETTERS
23 English Language and Literature/Letters

LIBERAL/GENERAL STUDIES
24 Liberal/General Studies

LIBRARY SCIENCES
25 Library Sciences

LIFE SCIENCES
26 Biological Sciences/Life Sciences

MATHEMATICS
27 Mathematics

MILITARY TECHNOLOGY
29 Military Technologies

MULTI/INTERDISCIPLINARY STUDIES
30 Multi/Interdisciplinary Studies

PARKS, RECREATION, LEISURE AND FITNESS STUDIES
31 Parks, Recreation and Leisure Studies

PHILOSOPHY AND RELIGION
38 Philosophy
39 Theological Studies and Religious Vocations

PHYSICAL SCIENCES
40 Physical Sciences
41 Science Technologies

PSYCHOLOGY
42 Psychology

PROTECTIVE SERVICES AND PUBLIC ADMINISTRATION
43 Protective Services
44 Public Administration and Services

SOCIAL SCIENCES AND HISTORY
45 Social Sciences

TRADE AND INDUSTRIAL
46 Construction Trades
47 Mechanics and Repairs
48 Precision Production
49 Transportation and Material Moving

VISUAL AND PERFORMING ARTS
50 Visual and Performing Arts

INTENSIVE ENGLISH LANGUAGE
60 Intensive English Language

UNDECLARED
90 Undeclared

* *Source: National Center for Educational Statistics, Classification of Instructional Programs, 1990 (Washington, D.C.: NCES, 1991).*

Selected Terms

Foreign Student: A foreign student is defined as anyone who is enrolled in courses at institutions of higher education in the United States who is not a U.S. citizen, an immigrant (permanent resident) or a refugee.

F Visa: A student visa granted to bona fide students who satisfy requirements for pursuing a full program of study and who enter the United States for a temporary stay and solely to study.

H Visa: A temporary visa, given to persons of extraordinary ability, workers of distinguished merit and ability, workers performing services unavailable in the United States and some trainees.

J Visa: A temporary exchange-visitor visa granted for a variety of educational purposes to students, trainees, teachers, professors, research scholars, international visitors or professional trainees.

M Visa: Issued to students enrolled in a vocational training course (other than English language training) in the United States.

Fields of Study: The fields of study used in this book are those from *A Classification of Instructional Programs 1990*, published by the U.S. Department of Education, National Center for Education Statistics (NCES). See Table 11.4 for a list of major fields of study. U.S. regions used in this study are composed of states and territories as indicated in Table 11.5.

11.5

STATE CODES FOR U.S. STATES WITHIN REGIONS

NORTHEAST	State Code
Connecticut	16
Maine	11
Massachusetts	14
New Hampshire	12
New Jersey	22
New York	21
Pennsylvania	23
Rhode Island	15
Vermont	13
SOUTH	
Alabama	63
Arkansas	71
Delaware	51
District of Columbia	53
Florida	59
Georgia	58
Kentucky	61
Louisiana	72
Maryland	52
Mississippi	64
North Carolina	56
South Carolina	57
Tennessee	62
Virginia	54
West Virginia	55
SOUTHWEST	
Arizona	86
New Mexico	85
Oklahoma	73
Texas	74

11.5 (cont.)

STATE CODES FOR U.S. STATES WITHIN REGIONS

MIDWEST	State code
Illinois	33
Indiana	32
Iowa	42
Kansas	47
Michigan	34
Minnesota	41
Missouri	43
Nebraska	46
North Dakota	44
Ohio	31
South Dakota	45
Wisconsin	35
MOUNTAIN	
Colorado	84
Idaho	82
Montana	81
Nevada	88
Utah	87
Wyoming	83
PACIFIC	
Alaska	94
California	93
Hawaii	95
Oregon	92
Washington	91
OTHER	
Guam	90
Puerto Rico	98
Virgin Islands	96

About the Foreign Scholar Survey

In 1989/90, IIE conducted a pilot survey of approximately 200 major research universities in the United States to determine the number and characteristics of foreign scholars. A second survey was conducted, including a larger number of institutions, in 1991/92 and again in 1993/94. The 1997/98 survey is the sixth effort following the 1989/90 pilot. The Foreign Scholars survey measures the flow of foreign scholars to doctoral degree-granting institutions of higher education.

The foreign scholars, who are at other types of institutions, such as the National Institutes of Health (NIH) and other national research labs, are not included in this survey, even though their numbers are substantial. The 1997/98 Foreign Scholars survey was mailed to a total of 390 doctoral degree-granting institutions throughout the United States, since most foreign scholars are likely to be in such schools. *The 1989 Summary Report of the Survey of Earned Doctorates* (National Research Council: Washington, D.C.: National Academy Press, 1990) was used as an initial reference source for determining which institutions were to be included in the survey. This basic list was supplemented by institutions that identified themselves as offering a doctoral program in the College Board's annual survey of higher education institutions. For the purposes of this survey, foreign scholars are defined as non-immigrant, non-student academics (teachers and/or researchers). The institutions polled were asked to give us as much information as possible on scholars who were at their institutions in the period from June 1, 1997 to May 31, 1998. The forms requested information on the primary function of the scholars (research, teaching or both), on their geographic origin, field of specialization, sex and immigration status. Responses were received from 331 of the 390 institutions polled, a response rate of 84.9%, which is down from the 87.9% obtained last year. Not all universities reporting foreign scholars in 1997/98 were able to provide detailed information on the characteristics of their scholars.

The proportion of institutions that were able to give breakdowns for individual variables ranged from 84.2% for visa status to 69.2% for primary function. Detailed data on country of origin are available for 83.6% of the total number of scholars reported, on field of specialization for 84.0% and on sex for 80.2%.

While this overall response rate is satisfactory for drawing a general picture of the flows and characteristic of foreign scholars in the United States, the data has limitations. First, the definition of a "foreign scholar" is left up to the reporting institution. Some institutions report only those individuals who have completed terminal degrees, who are working as researchers or teachers and who are not taking further course work. Other institutions will report individuals who may also be teaching or doing research and who are taking course work. Shifts in definition within an institution over time may also have affected the number of scholars reported. Second, participation in this survey by major academic research institutions is not uniform throughout the country.

The occasional or uneven participation by large institutions which may host over 1,000 foreign scholars may affect overall state participation rates as well as bias other variables such as field of specialization or primary function.

11.6

RESPONSE RATE TO INDIVIDUAL VARIABLES, FOREIGN SCHOLAR SURVEY, 1994/95 - 1997/98

	1994/95 Percent	1995/96 Percent	1996/97 Percent	1997/98 Percent
Visa Status	92.4	90.8	92.9	84.2
Field of Specialization	90.5	85.9	88.4	84.0
Country of Origin	86.6	88.3	90.8	83.6
Sex	83.2	81.3	88.3	80.2
Primary Function	75.2	77.1	88.2	69.2
Total	**58,074**	**59,403**	**62,354**	**65,494**

11.7

RESPONSE RATE TO INDIVIDUAL VARIABLES, STUDY ABROAD SURVEY, 1991/92 - 1996/97

Category	1991/92 Percent	1993/94 Percent	1994/95 Percent	1995/96 Percent	1996/97 Percent
Program Sponsorship	-	90.7	73.8	92.2	88.7
Duration of Study	79.4	93.1	77.7	91.2	89.8
Host Country	83.6	91.3	79.5	91.0	88.4
Academic Level	65.0	80.1	63.6	77.8	78.5
Sex	62.6	80.3	65.6	76.1	75.1
Field of Study	46.2	64.3	45.9	60.2	62.8
Race/Ethnicity	-	43.3	33.0	39.7	40.9
Students Reported	**71,154**	**76,302**	**84,403**	**89,242**	**99,448**

About the U.S. Study Abroad Survey

In 1985/86, in response to strong interest in U.S. higher education circles, IIE designed a new survey to gauge study abroad flows. This methodology yields the most comprehensive data on U.S. study abroad, capturing students going abroad through programs sponsored by a U.S. university or other entity, as well as those directly enrolled in overseas institutions. Until 1993/94 the survey was carried out biennially. This survey focuses on study abroad for academic credit. The study abroad population has been narrowly defined as only those students who received academic credit from a U.S. accredited institution of higher education after they returned from their study abroad experience.

Students studying abroad without credit transfers are not included here nor are U.S. students enrolled overseas for degrees, as reported in the UNESCO Statistical Yearbook. The number of students who receive academic credit is inevitably lower than the number of all students who go abroad. Hence, the figures presented here give a conservative picture of study abroad activity.

This year, in an effort to include institutions that may have started up study abroad programs in more recent years, an invitation to participate was sent to all institutions that reported hosting foreign students

but which did not participate in the study abroad survey. Based on this presurvey invitation an additional 64 institutions were added to the study abroad survey. Survey forms were sent to 1,234 accredited colleges and universities throughout the United States. Campus officials were asked to provide information on the total number of their own students (students intending to receive their degree from the home institution) to whom they awarded credit for study abroad in 1996/97, including the summer of 1997. They were also asked to provide breakdowns, where possible, on the duration of their study; their academic level, program sponsorship, the institutional policies for the award of financial aid, sex, race/ethnicity and current major field of study; and the countries in which they studied.

For the last four years, study abroad officials have reported only students studying toward a degree at their institution who participated in study abroad, regardless of whether the reporting school awarded the first credit for the study abroad activity. The purpose of this change was to tie study abroad activity closely to each home campus.

Study abroad information was obtained from 1,046 or 84.8% of the 1,234 surveyed institutions. A list of the institutions responding to the survey, and the number of students to whom each institution awarded study abroad credit, is contained in the disk in the back of this publication.

Not all institutions that reported giving credit for study abroad in 1996/97 provided detailed information about the characteristics of the students, as shown in Table 11.7. The proportion of schools that gave breakdowns for individual variables ranged from 40.9% for race/ethnicity to 88.7% for the program sponsorship of the sojourn.

11.8

RESPONSE RATE TO INDIVIDUAL VARIABLES IN THE INTENSIVE ENGLISH PROGRAM SURVEY, 1996/97 & 1997/98

Category	1996/97 Percent	1997/98 Percent	1997/98 Number
Place of Origin	90.8	86.1	46,526
Sex	78.9	72.4	39,160
Visa Status	74.5	67.4	36,453
Students Reported	**43,739**		**54,052**

ABOUT THE IEP SURVEY

Using *English Language and Orientation Programs in the United States* (New York, IIE, 1992) as a baseline directory of IEPs, IIE surveyed 536 programs offering a minimum of 15 hours of classroom instruction per week. This year we augmented our base list with institutions reporting membership in AAIEP. In addition several large for-profit entities that offer English language training were directly approached, and these entities provided data on their branch units. Colleges or universities sponsor some of these programs, while others are sponsored by independent organizations. Officials connected with each program were asked to report the total number of foreign (non-immigrant, non-refugee) students enrolled in their program during the fall of 1996 and to give a breakdown by sex, visa type and geographic origin. The findings reported in this section include students in both the college- or university-affiliated IEPs and the independent English language programs. Of the 536 programs surveyed 416 responses were obtained for a response rate of 77.6%. As with the other surveys not all programs providing total numbers could provide detailed breakouts of place of origin, sex and visa status.

College Board Tuition and Cost of Living Study

Estimated tuition and cost-of-living expenses for international students are based on cost data provided to the College Board by individual institutions, and were collected as part of the College Board's Annual Survey of Colleges for the year 1996/97. The data is based on information supplied by the colleges themselves in response to this voluntary survey. The College Board's Annual Survey of Colleges is sent to public and private institutions that are nationally accredited and confer at least one bachelor's or associate degree. Of these 3,263 institutions, 2,674 provided full data, which was then inspected by data editors. Discrepancies were noted and the institutions re-questioned. Last year, the College Board intensively queried estimated expense data. Every cost figure in this data set was verified with an institutional representative. Cost data for foreign students included undergraduate tuition and fees, as well as maintenance expenses. Maintenance expenses included books and supplies, transportation and other expenses. For graduate students the master's tuition figure and maintenance expenses were utilized.

The analysis included the following steps:

First, the College Board data was restricted to graduate and undergraduate programs that contained at least a tuition estimate for either undergraduate or, if applicable, for graduate students. These data were than matched with IIE *Open Doors* data 1996/97 for number of foreign undergraduate and graduate students. In all, some 1,996 institutions were able to provide IIE with data suitable for analysis. For the purposes of this analysis, students classified as "other" (intensive English, non-degree, practical training) were combined with students classified as undergraduates. Of graduate schools, 761 provided data for expenses and 746 provided tuition data. For undergraduate schools, 1,760 provided expense data and 1,766 provided tuition data.

Second, enrollment-weighted average (mean) tuition and maintenance expense estimates were calculated for each state based on individual institutional data for foreign student enrollment and cost. These enrollment-weighted averages were calculated separately for undergraduate and graduate students at each institution. Estimates vary by state, based both on cost of living in each state and on the relative number of foreign students enrolled at either the more costly private four-year institutions or less costly public two- and four-year institutions.

Third, because foreign student enrollment data by academic level was available for only 402,741 of the known total number of foreign students in the U.S. in 1996/97 (456,929), the missing data for 54,188 students by state and academic level was proportionally distributed.

Fourth, and finally, total tuition and expense estimates by state were calculated by multiplying the weighted tuition and expense estimates for each academic level by the estimated number of foreign graduate and undergraduate students enrolled in a particular state.

To complete this year's estimate, 1997/98 foreign student enrollment data by academic level was available for 407,707 of the total foreign student population of 481,280. The missing 73,573 students were proportionally distributed by state and academic level. Total tuition and expense estimates by state calculated based on 1996/97 College Board data were multiplied by the estimated number of foreign graduate and undergraduate students enrolled in a particular state in 1997/98.

YOU GOT DATA... YOU GOT GAME

ODSTATS

ODSTATS was developed in response to requests from many users who wanted to have access to student mobility data so that they could perform analysis of their own choosing. As interest in mobility data has increased, so too has the interest of many policy makers and analysts who wish to join other specialized data sets with *Open Doors* data. Users interested in the management of university enrollments have created their own comparison groups, and policy analysts have added country-based economic indicators. We are interested in the kinds of questions users pose of these data sets, and comments and suggestions for future versions of ODSTATS are welcome. Comments may be directed to: Director, Research Division; Institute of International Education; 809 UN Plaza; New York, NY 10017 or via e-mail at tdavis@iie.org.

WHY ODSTATS?

This electronic data boutique was developed to allow all users maximum access to the basic tables most frequently called for by users of student mobility data published in *Open Doors*. The user community consists of individuals who operate on a wide variety of computer systems and who have a range of interests and capabilities. For these reasons we have elected to present this data in two file formats; 1) DOS ASCII Tab delimited files - (the .txt files) and 2) Microsoft Excel spreadsheet files (the .xls files). The separate files are presented on a single 3 1/2 inch diskette bound into the *Open Doors 1997/98* edition.

WHAT'S IN ODSTATS?

ODSTATS contains 8 files in each format (16 files in total). The individual files and variables contained in each are as follows:

1. APP-A-98: (.txt or .xls, in each instance) Foreign Student Enrollment by Institution—Breakdown by state of every responding institution to the annual survey. Variables include the unique NRC code, institutional name, city, state and foreign student totals for 1996/97 and 1997/98 with data source and actual/estimate flag.

2. APP-B-98: Intensive English Program Student Enrollment by Institution—Breakdown by state of every responding institution to the IEP survey. Variables include the unique NRC code, institutional name, city, state and IEP student totals for 1997/98.

3. APP-C-98: Foreign Scholar Enrollment by Institution—Breakdown by state of every responding institution to the Foreign Scholar Survey. Variables include the unique NRC code, institutional name, city, state and foreign scholar totals for 1996/97 and 1997/98.

4. APP-D-98: U.S. Study Abroad Enrollment by Institution—Breakdown by state of every responding institution to the U.S. Study Abroad Survey. Variables include the unique NRC code, institutional name, city, state and U.S. study abroad totals for 1995/96 and 1996/97.

5. TB2-0: Foreign Student Totals by Places of Origin, 1996/97 & 1997/98 —An electronic version of Table 2.0 of this volume. Foreign student totals by country for the years 1996/97 and 1997/98 and percent change with countries grouped by region and sub-region.

6. TB8-2: Field of Study and Duration of U.S. Study Abroad, Selected Years 1985/86-1996/97—An electronic version of Table 8.2 of this volume. U.S. study abroad student totals by country for the years 1995/96 and 1996/97, percent change with countries grouped by region and sub-region.

7. TB9-4: IEP Students by State and Professional Association Membership, 1997/98—An electronic version of Table 9.4 of this volume. Foreign student totals by country for the years 1996/97 and 1997/98 and percent change with countries grouped by region and sub-region.

8. TB10-3: Institutions Hosting the Most Foreign Scholars, 1996/97-1997/98—An electronic version of Table 10.3 of this volume. Foreign scholar totals by country for the years 1996/97 and 1997/98 and percent change with countries grouped by region and sub-region.

Getting into ODSTATS

The files on ODSTATS can be read by virtually all computer systems. Before you use ODSTATS remember to write protect the original diskette by closing the write protect tab on the diskette. If you intend to use ODSTATS directly from the diskette be sure to make a backup copy, placing the original diskette in a safe place. For DOS/Windows systems copy ODSTATS from drive A to a directory on your hard drive using the copy procedure appropriate to your system. The files on the diskette occupy over a megabyte of disk space. For Macintosh users, the super-drive will accommodate this diskette. Consult your user's manual for instructions on the use of the Apple File Exchange application, the dos-mac file translation utility provided with every Macintosh.

ODSTATS files can be opened by any spreadsheet, database and word processing software that can read a tab delimited ASCII file or an Excel 3.0 spreadsheet file. Once you have opened an ODSTATS file you can manipulate the data and export it in any way that your application allows.

ODSTATS ".xls" files are Microsoft Excel (version 3.0) spreadsheet files. We have chosen to include the Excel files on this disk because Excel files are recognized by many other spreadsheet and database programs (including Lotus 123, Quattro Pro, Access, Paradox and Dbase) and can be easily opened in or imported to those programs. If your database program does not import Excel files we suggest you use the ASCII text, tab-delimited or ".txt" files.

Tip: Excel files can also be imported into Word Perfect version 5.1 or higher. Simply start Word Perfect and open the file with the .xls extension. Word Perfect will import the file and present it in table format. Font, page size, margins and column widths can be adjusted to make most tables fit an 11 x 8.5 inch landscape page size.

ODSTATS ".txt" files are DOS ASCII, tab-delimited text files which can be opened in most word processing programs as well as in spreadsheet and database programs. If you choose to open these files in a word processing program, the tabs may need to be adjusted to line up properly. We recommend that these files be used for uploading to microcomputer databases or to mainframe computers.

SO NOW WHAT?

ODSTATS was created to serve a variety of uses of which some are listed here. Let us know of your particular application!

* Developing institutional comparisons for student recruitment

* Evaluating the effectiveness of different institutional practices with respect to international students by matching ODSTATS data with other institutional data available from the College Board

* Comparing states and regional groupings of states

* Comparing city totals and major metropolitan area totals

* Examining the effectiveness of international aid policies by tracking student flows for selected countries or country groupings

* Comparing national flow data over time with institutional data on foreign students over time

* Assessing institutional strengths and focusing recruitment efforts on groups of students likely to have special interests in particular academic programs

GIVING CREDIT

In any publication or dissemination of data based on ODSTATS or the *Open Doors* publication, please be sure to include a citation of the source. The suggested citation format is as follows:

Open Doors 1997/98 Report On International Educational Exchange, 1998. Todd M. Davis, ed., New York: Institute of International Education.

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Institute of International Education

OPEN DOORS

1997-1998

REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE

Open Doors is the only comprehensive and accurate information resource on 481,280 international students in the United States.

An easy-to-use format makes extensive use of graphics to highlight key facts and trends in international flows of students and scholars. Expert commentators provide acute analysis of what the *Open Doors* statistics mean now—and for the future.

The Institute of International Education, the largest and most experienced U.S. higher educational exchange agency, has conducted an annual statistical survey of the foreign student population of the United States since 1948. Grant support for this effort is provided by the Bureau of Educational and Cultural Affairs of the U.S. Information Agency (USIA). Results are published annually as *Open Doors*.

Open Doors reports on 481,280 international students from over 200 homelands. These students are enrolled at over 2,571 accredited U.S. colleges and universities. *Open Doors* also reports on 65,494 foreign scholars who teach and conduct research at 331 of our nation's doctoral degree granting universities.

Finally, through a survey of 1,234 colleges and universities that sponsor U.S. students who study abroad, a statistical portrait of the 99,448 U.S. students who studied abroad is presented.

This year, *Open Doors* marks its ongoing relationship with the TOEFL Policy Council and the support the Council provides for the survey of Intensive English Programs. Included this year is data from 536 programs on over 54,000 IEP students.

The book provides over 160 pages of information on topics such as national origin and destination, finances, fields of academic study, level of study and institutional and personal characteristics of these three populations of internationally mobile students and scholars. Detailed information on institutions and selected tables is available on the bound in diskette in formats that are accessible by most popular word processors, data base packages and spreadsheets. This winter, be sure to check out our dedicated and lively *Open Doors* web site for updated conversation, comment and data on international student mobility.

Please visit us at our website...

http://www.iie.org

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